

Faculty Senate Minutes #148

John Jay College of Criminal Justice

December 13, 1996

9:30 AM

Room 630T

Present (30): Yahya Affinnih, Michael Blitz, Dorothy Bracey, Effie Papatzikou Cochran, Elizabeth Crespo, Edward Davenport, Jane Davenport, Kojo Dei, John Donaruma, Janice Dunham, Elisabeth Gitter, Amy Green, Edward Green, Karen Kaplowitz, Andrew Karmen, Kwando Kinshasa, Sondra Lanzone, Gavin Lewis, Tom Litwack, Barry Luby, James Malone, Mary Ann McClure, Robert McCrie, Jill Norgren, Daniel Pinello, Frederik Rusch, William Stahl, Davidson Umeh, Maurice Vodounon, Daniel Yalisove

Absent (8): Arlene Geiger, P. J. Gibson, Andrew Golub, Lou Guinta, Ellen Marson, Adina Schwartz, Carmen Solis, Agnes Wieschenberg

Guests: Mavis Aldridge (Communication Skills), Peter Barnett (Director, Computing Information Systems), Ned Benton (Chair, Public Management, and Chair, Budget Planning Committee), Glen Corbett (Public Management/Fire Science), Daniel Gasman (Chair, Committee on Honorary Degrees), Jerry Markowitz (Chair, Thematic Studies), Harold Sullivan (Chair, Government, and Chair, Council of Chairs)

Invited Guests: Trustee George J. Rios, Assemblyman Herman D. (Denny) Farrell, Jr., Assemblyman Scott Stringer

AGENDA

1. Announcements from the chair
2. Approval of Minutes #146 & #147 of November 6 & 19
3. Resolution of recognition for Trustee George J. Rios
4. Resolution of appreciation for Assemblyman Herman D. Farrell, Jr.
5. Invited Guest: Trustee George J. Rios
6. Honorary Degree candidates: Invited Guest: Professor Daniel Gasman, Chair, Committee on Honorary Degrees
7. Proposed resolution requesting Professors Kaplowitz, Litwack, and Benton to write Chancellor Reynolds about the funding JJ
8. Proposed resolution: That the Senate recommend the Provost establish a Teacher of the Year Award for adjunct faculty
9. Report on the second prerequisite audit requested by the Senate: Invited Guest: Dr. Peter Barnett
10. Invited Guests: Assemblyman Scott Stringer
11. Invited Guest: Assemblyman Herman D. (Denny) Farrell, Jr.

1. Announcements from the Chair

All CUNY students who have completed between 40 and 90 credits will be asked to participate in a pilot test of the Academic Certification Exam (ACE), also known as the "rising

junior" exam this April. The pilot test requires each student to take a 6-hour test: 3 hours to take the pilot of the ACE and 3 hours to take either the ETS or the ACT, the control exams.

Yesterday Vice Chancellor Elsa Nunez and University Dean of Testing Eduardo Cascallar met with Provost Basil Wilson to discuss the participation of John Jay students: such meetings are taking place with the provost of each college. The scores on the ACE will be analyzed to see if there is a correlation between each student's score and the majors and programs each student is enrolled in and their GPA's and other factors, including gender, ethnicity, and so forth as a way to evaluate the ACE. John Jay's faculty development retreat on Friday, March 21, will focus on methods of teaching critical thinking skills.

As requested by the Senate, President Kaplowitz circulated a 4-page memorandum listing health, safety, and other quality of life items which she had prepared for the first meeting of the Quality of Life Committee, which was appointed by President Lynch in October in response to the Senate's having raised at the College Council issues of space, health, safety, and their relationship to the learning and teaching mission of the College. The members of the Quality of Life Committee are Professors Glen Corbett (Public Management/Fire Science) and Karen Kaplowitz, and Vice President Smith, Dean Hank Smit, and Terrence DeGrenier, a student. [The text of the 4-page memorandum will be appended to Minutes #149 of the February 6, 1997, Faculty Senate meeting.]

2. Approval of Minutes #146 & #147 of the November 6 & 19 meetings

By a motion duly made and carried, Minutes #146 of the November 6, 1996, meeting and Minutes #147 of the November 19, 1996, meetings were adopted.

3. Proposed resolution of recognition for Trustee Georse J. Rios [Attachment A]

The Senate unanimously approved the Resolution of Recognition for Trustee George J. Rios to be presented to him when he arrives later in the meeting [Attachment A].

4. Proposed resolution of appreciation for Assemblyman Herman D. (Denny) Farrell, Jr. [Attachment B]

The Senate unanimously approved the Resolution of Appreciation for Assemblyman Herman D. (Denny) Farrell, Jr., to be presented to him when he arrives later in the meeting [Attachment B].

5. Invited Guest: Trustee Georse J. Rios [Attachment B & C]

While the Senate was viewing a videotape of the 1993 John Jay Alumnus of the Year Luncheon at which George J. Rios was honored,

Trustee Rios arrived and was warmly greeted: he arrived just as the 1993 videotaped guests were applauding him and the Senate joined in this applause.

President Kaplowitz welcomed Trustee Rios and thanked him for accepting the Senate's invitation. She presented him with a framed copy of the unanimously approved Resolution of Recognition, the text of which was read aloud [Attachment A].

President Kaplowitz spoke of the pride of the John Jay faculty in our alumnus, the first John Jay graduate to be appointed to the CUNY Board of Trustees. In accepting the Resolution, Trustee Rios expressed his warm, deep, and heartfelt appreciation and thanked the Faculty Senate for making him feel very much at home. He said that walking into the room and witnessing the Faculty Senate watching the videotape of the Alumnus of the Year Luncheon at which he was honored three years earlier made him immediately feel welcomed and at home.

Trustee Rios' professional accomplishments were reviewed: Trustee Rios, a 1974 graduate of John Jay's MPA program, received his baccalaureate degree from Hunter College, which honored him as Alumnus of the Year in 1995, as did John Jay in 1993. Mr. Rios, who was nominated in October 1994 by Mayor Giuliani to be a CUNY Trustee was ratified by the NYS Senate in July 1996. He is a member of the Board of Trustees Committee on Fiscal Affairs, Facilities, and Contract Review, as well as the Board's Committee on Faculty, Staff, and Administration. During the past 30 years Trustee Rios has been a participant in the senior management of federal, state, county, municipal, and private sector administration of education, economic development, issues management, public affairs, law enforcement, utilities and governmental regulations.

Trustee Rios is currently the Commissioner of the City's Department of Records and Information Services (DORIS) and, as such, is the City's chief archivist, reference and research librarian, and records officer. Prior to his current position, he served three cabinet officers (Bell, Bennett, Alexander) of the U. S. Department of Education. As Deputy Director of the Office of Bilingual Education, he managed the largest discretionary grant program, and as the Secretary's regional representative for New York, New Jersey, Puerto Rico, and the Virgin Islands, he directed all aspects of the America 2000 education initiative. His three White House appointments span five presidential terms, those of Presidents Nixon, Ford, Reagan (both terms), and Bush. Mr. Rios has also been Assistant to the Westchester County Executive; Corporate Officer at the Equitable; Deputy Director of the Civilian Complaint Review Board of the NYPD; Director of the East Harlem Redevelopment Project; and Senior Education Counselor of ASPIRA.

President Kaplowitz explained that the Senate invited him both to honor him and to tell him about the College and its place in CUNY, noting that the College has changed quite a lot since the early 1970s when he was a student here, and to answer any of his questions. She invited him to speak, noting, however, that this is early in his tenure as a Trustee and that the Senate recognizes this fact if he would prefer hearing from us and asking and answering questions. Trustee Rios said that because he is in his first year as a Trustee he has the luxury of "playing sponge."

President Kaplowitz praised Trustee Rios for his demonstrated commitment of time and energy to the CUNY Board: he was one of the Trustees who attended the Board's public hearing at City Hall in

September and he was one of four Trustees who accepted the UFS's invitation to its November plenary meeting which he attended from beginning to end. Trustee Rios said that now that he realizes he is once again being graded by the faculty he will continue to act in a way that will continue to gain him high grades. But he also noted that the amount of time a person devotes to an activity does not necessarily reflect where his heart is. President Kaplowitz said that rather than implying a negative about other Trustees she was affirming something very, very positive about Trustee Rios in terms of his commitment as a Trustee, which is reflected also in his acceptance of the Senate's invitation to today's meeting.

Senator Tom Litwack asked Trustee George Rios how he likes his experience so far as a Trustee of CUNY. Trustee Rios said he is enjoying it enormously. He said in 1965 he took a big salary cut to be on the Educational Council of ASPIRA and did so because he wanted to work with young people and, thus, the money was irrelevant. He felt it was more a cause than a job. Ever since then, he said, he has always taken positions, both paid and voluntary, that match his interests, including serving on three boards of community colleges, and two major appointments at the United States Department of Education, during which he read every newspaper clipping and Department document about higher education. He said that being a CUNY Trustee at this point enables him to continue to fulfill his commitment to higher education and to be more involved in making higher education policy.

Trustee Rios said that just as Voltaire speaks of cultivating one's garden, being on the CUNY Board enables him to cultivate his garden more than he otherwise could. He said he will try to be a good gardener, plant the seeds deeply, talk to the plants, and hope that things grow. Bureaucracies are his specialty -- adding that he never met a bureaucracy he couldn't mess up or fix a little better although he has always tried to fix up bureaucracies rather than do the opposite. This bureaucracy is a great institution but that doesn't mean it couldn't be improved and he hopes his voice and his vote accomplish this.

Senator Litwack asked if Trustee Rios has any impressions so far as to how the CUNY system needs, perhaps, to be changed, although he understands that any impressions would have to be tentative at this point. Trustee Rios said that having listened to the debates about education in every state across the country, he is not sure that we need to spend so much time in courtrooms instead of discussing issues directly with one another. He said CUNY has quite a few faculty and student legal proceedings right now, which means that the lawyers are talking for people who should be talking to each other and judges are considering appeals processes which could be endless. All this is instead of people who could be holding conversations over a day or two in a warm and friendly atmosphere: we all love the students and we all love the institution. We have differences of opinion and sometimes differences of interpretation of policy.

Trustee Rios said if he had his way all of the discussions would be outside the courtroom. He said that lawsuits involving lawyers and judges and years of litigation lead to people becoming locked into positions and often become somewhat inflexible and, maybe, unreasonable. And, being human, they sometimes personalize all this. He said he is opposed to all of that. He said he knows the curriculums were not made in heaven and that policies did not come down like tablets: they evolve. The faculty have a voice and he said he will be one of those who listens to the faculty. He

said he has no hostilities with anyone on the Board of Trustees, nor any hostilities with any faculty or administration of any college. He said he loves teachers, per se: they are on the frontlines when we talk about education. The faculty are the "stand and deliver" crowd. When faculty have anything to say, his position is to listen very attentively, as he did when he was in class at John Jay. Sometimes, he added, one learns more by listening. We should be warm and friendly to each other and talk with each other, especially when there are differences, and we should never make it personal.

Trustee Rios said that his other impression is derived from the fact that he has just received 21 invitations from 21 colleges for Christmas parties. He said he does not like Christmas parties, that they **get** in the way of his getting work done: he is a bit of a workaholic and those who are working hard are the people he respects and those who take it easy will not be the good guys in his book. He added that he is sure the members of the Faculty Senate feel the same way. His impressions, thus, are that there are a lot of wonderful people at CUNY and that being a Trustee gives him a great opportunity to do good and that he hopes to make a contribution.

President Kaplowitz noted that today's meeting is an all-day meeting on a Friday at the end of the semester when the faculty have hundreds of finals and papers to grade, but we are meeting on a Friday because most classes are on Mondays through Thursdays, with faculty teaching day/night schedules to accommodate in-service students who work rotating shifts, and thus there is no other time for such a meeting: and so the Senate's proof of its concurrence with Trustee Rios' work ethic and commitment to work rather than to parties can be seen by the Senate's actions.

President Kaplowitz introduced Professor Ned Benton, Chair of the Department of Public Management, and Professor Harold Sullivan, Chair of the Government Department, explaining that the two departments had been combined at the time Trustee Rios attended the MPA program. She then invited Professor Benton to speak about the issues the faculty are concerned about.

Professor Ned Benton said he is honored by this meeting with Trustee Rios. Noting that although he joined the John Jay faculty in 1979, five years after Trustee Rios received his MPA, in preparing for today's meeting he tried to develop a comparison of the program when Trustee Rios was a student here with the program and the College now. He said that as a graduate student he learned about the half-life of institutional memory and that, in fact, no one actually knows how many students were in John Jay's MPA program in 1974. Professor Benton noted that just as Trustee Rios took on roles involving inspection and oversight in his career, as well as roles that involved general administration, as a college of criminal justice, John Jay focused its program of public administration on inspection and oversight as an area we are really trying to excel in.

In fact, the College recently developed a relationship with a new organization, the Association of Inspectors General, which comprises inspectors generals from all over the country at the state and local level. They have designated John Jay's program as their secretariat and we are building a Web Site for them and all their documents and studies and reports will reside in our library. It is an exciting opportunity to take our MPA program into more of a national role because it would be a unique program

unlike any in the country.

In that respect, Professor Benton said, the MPA program is trying to follow on the success of some of John Jay's other programs: one of our models, he added, is the forensic psychology program, which was recently featured in "The Chronicle of Higher Education" because it is a unique program, the only master's psychology program in the country that focuses on the forensics field and, as a result, enrollment in that program has tripled in the last couple of years and now with this very big and very positive article in "The Chronicle" enrollment can be expected to increase even further. John Jay is a unique college, there is nothing like it in the country, and it is an opportunity for us, as a faculty, and an opportunity for our students to have programs that serve New York City and that serve New York State but that are also extraordinary programs from a national perspective.

Professor Benton explained that what he really wants to speak to Trustee Rios about today is not our majors and programs. He explained that he is the chair of the College's Budget Planning Committee, which is a faculty committee responsible for providing advice internally to the administration about budget priorities. And also, he explained, he and Professor Kaplowitz are associated with the University Faculty Senate's Budget Advisory Committee, which is responsible for providing faculty advice on the University level.

He said he has prepared a brief presentation of what, as a CUNY Board of Trustee member, Trustee Rios is going to be hearing about periodically about John Jay's concerns about how the budget is allocated and about John Jay's priorities for our students. He said he thought it might be good to spend a brief time in presenting the picture as we see it so that Trustee Rios will have that understanding when he is required to interpret and make decisions about budget matters.

Professor Benton explained that he developed a set of graphs [Attachment C], which he newly revised for today's meeting. They are all graphs of facts: they all depict data that we receive from the University, from the Chancellor's Office -- rather than data that we develop ourselves. The first chart shows enrollment across the University [Attachment C-1]: the reports he gets, which are copies of the reports that Trustee Rios gets, always tend to show comparisons of data between the current year and the previous year. He has, instead, attempted to provide a longer view. One such view reveals there are some campuses where enrollment is increasing and some campuses where enrollment is declining and the marked level of decline or increase is not always apparent from the year-to-year kinds of reports that we receive.

In presenting this, Professor Benton explained, he does not mean to imply that a decrease in enrollment means that a campus is bad nor that an increase in enrollment means that a campus is good but, he said, these changes are a reality and they reflect, for us, the fact that criminal justice and justice-related programs are very important to the City of New York, to the State of New York, and are very interesting to our students.

The next table [Attachment C-2] begins to get to the heart of our concerns. CUNY receives its allocation from the Legislature and then allocates it to the campuses. The allocation to the campuses is based on two classes of factors: one is history -- how much the campus received the year before and the year before that

-- and the second is what the current situation is -- how many students the campus has now, what the campus's needs are. It used to be that history was a major determinant and, he explained, one good thing that the CUNY Board of Trustees is doing is being more responsive to the actual situations of the colleges -- and in fact in the last two years the budgets of Governor Pataki and the State Legislature identified Base Level Equity as a policy that they supported. The idea of Base Level Equity is to gradually increase the funding of those colleges that are characterized by increased student enrollment. 80th Street smooths these adjustments so that there is never a wrenching change but basically over time if a college has 2000 students it is going to have twice the amount of the relevant money as a campus that has 1,000 students.

At the senior college level, Professor Benton explained, we do have factors in the allocation formula that reflect current needs or current circumstances but the primary determinant of a college's budget is what a campus used to receive two years ago, five years ago, ten years ago, thirty years ago. And for those of us at campuses where the student enrollment is growing and where students are voting with their feet for our College and for our programs, we feel that the Board of Trustees should continue to focus on these new aspects of the allocation formula which involve current needs and current student concerns.

Professor Benton noted that we certainly do not want to see this done in a way that gravely injures any campus: we would like this to be done with additional money that the University receives because we do not to take money from other campuses. But to the extent that there are unfilled positions, where a college is getting funds for positions but are not hiring people with those funds, or to the extent that discretionary funds exist, we really do support the idea of Base Level Equity.

As the chart shows, John Jay receives an allocation on the order of **\$4,000** per student, as of last August, whereas other senior colleges receive \$5,000 or \$6,000 or more allocated to them per student. We would like to see, on behalf of our students, more equity, Professor Benton explained.

Senator Litwack explained that John Jay, and certain other CUNY colleges, are very disadvantaged in comparison to other senior colleges in terms of the number of full-time faculty lines we have per students and per every thousand students. He said he believes that it is still true that John Jay has the fewest full-time faculty lines per students among the senior colleges. He noted that a few years ago, the University adopted a policy called Base Level Equity which is aimed to equalize, over time, among the senior level campuses the number of full-time faculty per student. And Base Level Equity has begun to be put into place: we received a certain number of full-time faculty lines this year under Base Level Equity and it is a beginning, but we are still way behind.

However, and this is the crucial point, Senator Litwack said, no such policy exists for improving the disparities between the senior colleges regarding everything else, such as library books, personnel other than full-time faculty, money for computers for our students, money for cleaning the buildings, and so forth. And, in fact, the distribution of monies for other than full-time faculty lines -- and for adjunct faculty positions for which there is a formula -- is really determined almost solely by history. There is nothing like Base Level Equity in place for those budget

allocations, Senator Litwack noted.

Professor Benton presented the next table [Attachment C-3] to illustrate this. He explained that a pie chart appears in the budget allocation report that the University distributes every year, which shows the budget by source: it shows the amount of CUNY's budget that the students are paying through their tuition and the portion that the State pays. Professor Benton explained that he has taken that pie and with information he has received from the University Budget Office he has broken it out by campus: so this chart shows the allocations, for the last fiscal year, for each campus by student. The striped part of the bar for each campus is the part of the allocation the students pay through tuition (money that comes in through the Bursar's Office in the form of cash, financial aid, scholarships, loans -- that is, money collected as tuition). The rest of the bar is the money allocated to each campus by the University.

As one can see, when John Jay students bring their \$4,000 to the Bursar's Office, they get \$1,000 additional money allocated to John Jay: whereas, if they bring the same tuition to Hunter, **\$2,500** additional dollars are allocated per student: as a tax-payer, the idea that the State appropriates funds to the University to subsidize student tuition and have a University is wonderful but one of the responsibilities of the Board of Trustees is to look at the needs of all students and to make sure that each student is treated fairly. This is not just a John Jay issue: it is a CUNY-wide issue. Students at some campuses are getting two or three times as much of the State appropriation as students who attend other campuses, without a clear justification. We certainly do not, he said, take the position that the allocation should be determined by a computer formula regardless of whether it is a science program that might need extra labs or whether it is a different program with other needs, but we do think there should be a reason for differential funding and that it should not just be because that is the way it was done in the past.

The next table [Attachment C-4] shows faculty lines: it shows the number of professors per thousand students. It demonstrates, once again, that when campuses do not get a sufficient allocation this translates to the classroom: our students are less likely today, and certainly less likely than when you were a student here, Trustee Rios, to have a full-time faculty member teaching his or her courses. Even in the MPA program, fewer than half our sections are taught by full-time faculty members: more than half are taught by adjunct faculty. He said he certainly wants to see adjunct faculty members teach in the MPA program: it couldn't be better when people from the United Nations teach courses about international public administration or when people who work in the Comptroller's Office teach about inspection and oversight. But we can over rely on that and then the students do not get the benefit of people whose full-time commitment and full-time availability is to serve them and advise them and provide them with the full range of services that they need and deserve. But, as the chart shows, there is a difference across the University in terms of the faculty-student ratio.

The City University has a computer program that translates registrations into recommended numbers of faculty lines. It takes into consideration is the possibility that there might be a different student-faculty ratio such as a small science laboratory course versus a larger social science course. And so enrollment alone does not determine the number of faculty members a college



should get but it is enrollment and the kind of enrollment a college has that determines it. That narrows the difference between some campuses. The next chart [Attachment C-5] shows the number of faculty each campus should have based upon CUNY's model and the number of faculty each campus actually has, based on CUNY's data. So we can see from the chart that every campus is understaffed but some campuses are more understaffed than others. The next table [Attachment C-6] converts that data into a percent, showing the percentage of coverage by campus: this is straight off the CUNY Budget Office table (the ISM -- Instructional Staffing Model). The last page in this packet is a list of the sources of the data for each chart and reveals that all the charts are depictions of data developed and issued by the University Budget Office [Attachment C-9].

The last two tables are about a different subject: space. The first table [Attachment C-7] is actually more than a year old. The data was obtained from Vice Chancellor Emma Macari: we asked her how much space is on each campus, by type of space, and how many full-time equivalent students attend each campus. We were particularly concerned with the instructional categories of space. The chart depicts Vice Chancellor Macari's data and she was actually somewhat surprised by the table and she then had her staff review and analyze it. She informed us that she agreed with our analysis, that this chart is an accurate depiction of the information her Office had issued. President Kaplowitz noted that the charts and our discussion about space refer to internal, inside space, space within college's buildings, and do not in any way reflect or refer to outdoor space such as grounds.

Professor Benton explained that the bars that depict instructional space, the essential space, show that John Jay's space is very small compared to what other campuses have and to what campuses should have and also when compared to our student enrollment. He noted that the Master Plans Trustee Rios receives report a college's number of usable square feet per full-time equivalent student, a number based on the standard of 100-square feet per FTE student (although sometimes the number is 90 square feet and sometimes it is 110 but for the full-campus the number will be around 100), which is a national architectural standard. John Jay is substantially less than half that standard.

The University requires each college to conduct program reviews: the college conducts a self-study of each program and engages in an internal review and then people from the outside who are expert in that area come to the college and evaluate the program. Several years ago John Jay conducted a program review of Criminal Justice Administration and Planning, which is an undergraduate major. One of the external evaluators was a prison architect, an architect with a law degree who was familiar with standards for prisons as well as other kinds of facilities. The architect said that if North Hall were a prison education building, it would be subject to a consent decree, because the conditions would violate requirements in prison cases. He said that as someone who works with judges in those kinds of cases, he can concur with the architect's evaluation that there are conditions in North Hall that would violate the constitutional rights of prisoners.

Professor Benton further reported that the architect also said that she thought that the former shoe factory, which had been converted to North Hall by adding lots of walls resulting in a maze of corridors, was safe for the original level of occupancy.

But for the current level of occupancy the architect thought that if there were an actual safety incident -- a fire or an emergency that caused people to panic, similar, for example, to what happened at City College several years ago when people on a stairway were trampled -- she was concerned enough about that to formally write about it in the review of the program and to speak about it informally while at our campus. She was concerned that the main stairway in the center of North Hall would be the focus of that kind of incident as people massing from the fourth floor collide with people from the third floor and then with people on the second floor.

Professor Benton said the architect was also concerned that the fire protection systems of the building seemed to have completely broken down: not the sprinklers which are likely to go off but the smoke protection systems: the building is segmented into zones which are supposed to have doors which remain closed so that the ventilation system pressurizes and exhausts so as to get the smoke out without impeding the ability of people to leave the building. With the level of use in North Hall, the doorframes have become warped, the foundation has settled in various ways, the locks have broken down, the doors have broken down, such that even when we replace the locks and the doors the amount of use causes them to deteriorate very quickly. The architect said that if there were a fire in the building, the fire protection systems would not function.

Last year, Professor Benton noted, we had a site visit as part of the review of the forensic psychology program, which is also located in North Hall. The external reviewers, who were psychologists, made similar kinds of observations, not about safety since they were not safety experts, but about the inadequacy of the building as a social environment and as a learning environment. These reviewers said the building makes the statement to the students that they should come to class and then leave the building as quickly as they can: this tends to distance students from the faculty. Because we have needed additional space for admissions, registration, financial aid, inevitably we have encroached into space that might have been student lounges because that space is needed to store student records.

Professor Harold Sullivan noted that the lack of faculty offices is exemplified by the Government Department, which he chairs: 17 Government adjunct faculty share one office. Before class and after class adjunct faculty need a place to meet with their students, as well as a place where they can keep books and teaching materials. With 17 teachers using the same space it is impossible for these faculty to have meaningful interaction with their students, or with other students, outside of class. President Kaplowitz noted that many of the adjuncts teach two or three courses each semester and so they have many, many students each, most often freshman and sophomore students who are the most in need of guidance from and interaction with their teachers.

Professor Benton explained that the last table [Attachment C-8] focuses on Phase II, which involves buying the land to the west of T Building, to 11th Avenue. He explained that this is something the State Legislature has appropriated money for and the University has endorsed. As the chart shows, Phase II -- as it is currently proposed -- would provide us with the same space we now have, approximately 200,000 square feet. There is an understanding that, of course, the space needs would have to be formally re-analyzed because we actually need a lot more space than we

would obtain by simply replacing North Hall with a building contiguous to T Building if that building had the same amount of square feet as North Hall. The third bar shows the actual space we now need based on our current enrollment and programs using CUNY's Master Plan standard of 100 square feet per student. And the fourth bar depicts the amount of space we would need in 10 years if we increased enrollment by 2.5% each year: we have been increasing enrollment by far more than 2.5% each year for the past eight years or so. Thus we have an extraordinary problem of spatial density in both our buildings and, to us, it makes our Phase II program urgent for pedagogical reasons and critical for reasons of the health and safety of our students and faculty and staff.

Professor Harold Sullivan said the disparity in budget allocations involves another aspect of equity and that is our ability to serve our students because of the workload stress on our faculty. He said that while overall, approximately 53% of course sections are taught by adjunct -- part-time -- faculty, in many departments 70% of course sections are taught by adjunct faculty, and some departments have an even larger percentage of adjunct-taught sections than 70%. He said one aspect of the inequity for our students is that adjunct faculty are not, by and large, available for office hours. They are not contractually required to hold office hours and are not compensated for doing so although some adjuncts do hold office hours. Another aspect for the need for full-time faculty is that many faculty do important research and, indeed, research is another important role of the University: it contributes to the fund of knowledge of society, in general, and in terms of John Jay, it contributes to knowledge about criminal justice issues, and builds the reputation of CUNY.

Professor Harold Sullivan explained that our faculty teach large courses and the number of courses each faculty member at John Jay teaches is higher than that of many other senior colleges even though we are covered by the same contract and receive the same salaries. Yet we teach more courses every year than faculty at Hunter, at City, and at other colleges. Despite that, our faculty does serve our students: John Jay's faculty is extraordinarily dedicated to our students. Indeed, although we have fewer faculty and staff than most of the colleges, last year we contributed out of our own pockets more to the CUNY Fund, a charitable enterprise, than the faculty and staff of any other CUNY college -- not per capita but in absolute dollars: this epitomizes our attitude and our character. And so the effect on faculty of the lack of funding equity is, of course, a concern to us but it is especially so because of its effect on John Jay's students, who crucially need academic services, tutoring, access to computers, library books, full-time faculty, and other services. Professor Sullivan said that despite the greater demands on John Jay's faculty, the faculty produce more, he said he suspects, than faculty at other colleges. He said that we are hoping to be sufficiently funded by the CUNY administration.

Trustee Rios asked if the Central Administration understands the nuances of the situation. Professor Harold Sullivan said we do convey this to the CUNY Central Administration in the form of letters and in person when various members of the Chancellory come as guests to Faculty Senate meetings. He said that, perhaps, only the Board of Trustees can really make the necessary changes.

President Kaplowitz explained that the Faculty Senate has had as invited guests most recently, in May, Chancellor Reynolds, who

brought Vice Chancellor Rothbard with her: previously, our guests have included Vice Chancellor Richard Rothbard in 1993, with whom we spoke about the inequity issue, and that meeting was followed by several letters from the Senate analyzing in detail the funding inequities. Six months after Vice Chancellor Rothbard's meeting with us, he announced the creation of the Base Level Equity initiative. We also had as guests Vice Chancellor Elsa Nunez and Vice Chancellor Emma Macari. Also, she noted, she testifies at various hearings, such as the Board of Trustees' Manhattan hearing in September that he attended.

She said the Chancellor and Vice Chancellors do acknowledge the inequitable underfunding of John Jay and they do acknowledge the fact that John Jay is underfunded in absolute terms as well. She said that as Professor Benton has explained, history is a large factor: a college such as City, which is celebrating its 150th anniversary next year, has a tremendous alumni/alumnae base and thus tremendous political clout. The same is true of such other older colleges as Hunter and Brooklyn. She explained that the comparatively underfunded colleges are the ones that were most recently established. The funding disparity began at the very beginning and has become more and more pronounced, especially as enrollment shifts have taken place.

Professor Benton told Trustee Rios that when John Jay is 50 years old we will have many, many more graduates who, like Trustee Rios, are in key governmental and agency positions. And as our graduates are well placed their voices will have more of an impact. There are many, many more George Rios's who graduated from City and from Brooklyn than have graduated, at this point, from John Jay because we only started very recently as a college.

President Kaplowitz added that our graduates usually go into public service and, therefore, the amount of alumni fundraising that is possible is much more modest given our graduates' earning power compared to that of graduates of other colleges: for example, Baruch, which graduates business majors who go into private, corporate work, receives gifts from graduates of \$1 million, and \$2 million at a time, and very recently, a Baruch graduate gave \$5 million. She said our students, to their great credit, and our great pride, go into public service where they earn salaries that permit them to contribute, perhaps, \$100. And so we are disadvantaged in that such gifts add to the colleges' discretionary monies, which can be used for operating costs and thus frees the operating budget for full-time faculty hires, and so forth. She added that none of us would, of course, mind if a few of our graduates became wealthy moguls and responded generously to our fundraising efforts.

Senator Litwack said that in response to Trustee Rios' question, the College -- John Jay's administration and John Jay's faculty -- have written many letters and have had many meetings with the Central Administration to apprise them of our view of the situation. He noted that for quite a few years, a number of years ago, the CUNY Central Administration denied that John Jay was underfunded in any way. President Kaplowitz added that that denial was before Dr. Reynolds became Chancellor of CUNY.

Senator Litwack agreed that that was definitely before Dr. Reynolds became Chancellor. But he added that that stance of denial was maintained by the CUNY Central Administration for quite a long time prior to Chancellor Reynolds' arrival. Senator Litwack said that the fact that Base Level Equity has been put

into place is evidence that there is now an acknowledgment that John Jay is underfunded in terms of full-time faculty, for example. But there are two crucial points which he said he wants to make. With reference to Phase II, as Trustee Rios undoubtedly **knows**, since the Board must approve asking budgets, the CUNY asking budget for capital projects prioritizes capital projects. John Jay is on the list but nowhere near the top of the list.

Senator Litwack added that he can't evaluate the importance of the projects above ours but, he said, he knows how great our needs are. We desperately need to buy the land contiguous to this building and we need to start building on it. Thus the crucial issue is whether the projects that are listed as higher priority than Phase II are really deserving of that higher priority. He said he poses that as a question and not as a conclusion.

Senator Litwack said the second point is again gets back to his earlier point of John Jay's general underfunding. CUNY's community colleges are funded according to a precise formula that is essentially driven by their enrollment (although it might also take into account programmatic requirements). It is not based on history; it is based on an exact, explicit, public formula. That formula could be applied to the senior colleges and we believe that the University's Budget Office has run the program applying it to the senior colleges as an exercise to see what the funding of the senior colleges would be if the funding were to follow the community college model. But the CUNY Central Administration has not released the results of that analysis. We believe, from our own calculations and from other information, that John Jay would receive as much as **\$8** million more a year in its base budget, which is now approximately \$29 million.

Senator Litwack said that as Professor Benton has said, no one is saying that in one fell swoop John Jay should be given an additional **\$8** million a year from the current CUNY budget. We understand that that is not practical or fair. But what we do think is fair is that these figures be made public and that at the very least there should be public recognition and that the Board should know and that the colleges should know what a fair distribution of funds would look like. And if there is some reason that the community college model would be inappropriate for the senior colleges then we could consider that, too, but at least that would be a baseline at which to start. And, so, while I am not asking you to make a commitment here at this meeting. . . .

Trustee Rios interjected that President Lynch has already, in fact, asked such a commitment of him at his first visit with him earlier in the semester. He said President Lynch was very direct and that being direct isn't a negative with him.

Senator Litwack said, in that case, he, too, would be almost as direct and, therefore, is asking that Trustee Rios, as a member of the Board of Trustees, direct the University Budget Office to make public the figures showing how the senior colleges would be funded if the community college model were applied to the senior colleges. Trustee Rios acknowledged Senator Litwack's request.

Senator Jill Norgren said we often make our case, and certainly it is a very strong one to be made, in terms of our physical plant needs, our academic needs, the fact that we are unique among the senior colleges, and the fact we offer the associate degree, and so we take, of course, students who have different needs than other senior colleges and that means we use

our resources somewhat differently and need different resources. She said she believes that the Board is well aware of these facts. She said the faculty needs to understand the political reality that the Board understands, so that we, as faculty, can work with the Board in making our case. She said she, for one, would like to understand beyond what we can glean from the newspapers and the broadcast media what Trustee Rios's take is on how the State and the City hope to keep the status of the economic, social situation through the use of higher education, at the same time responding, of course, to the tax payer's desire to have programs that merit the use of their taxes. Where are we in all of that for the next five or eight years and how can we be working with the Board?

Trustee Rios said his crystal ball is no good on this matter because we are talking about idiosyncracies and proclivities of a Governor and those who are advising him, which is a cast of three to five real voices and the networks of those voices. In the City, he said as far as he knows, on the subject of CUNY neither the Governor nor his education people nor the Mayor and his education people have sat down and discussed any policies yet. More practical to your purposes in looking at the State in a long-term way, he said, we are all going to be tied to the economics of the Governor's plan or the Mayor's plan, meaning smaller government and more inducements to the private sector to generate more capital in the long run. Armed with more capital there's a likelihood that some of the needs will be met. However, if you look at just the capital needs -- as you pointed out Phase II may not be at the top of the list of 21 colleges -- someone else has the list, namely the Dormitory Authority. At any given time in any year, for the last 20 years and for the next 20 years, everything that ought to be done, just in the capital budget, will not be realized. The real issue is whether 50%, 60%, or 70% of what ought to be done will get done.

Trustee Rios said that in public administrative philosophy the question was always what ought we to do and then one is confronted with the realities of the politics, of budgets, of economic factors. The issue is what can you do in a given year. You are always doing less than what the students need and what the system needs. It's been like that always. Take any year: in 1974 T Building did not exist -- John Jay had fewer students but the total plant accommodated them although it can't accommodate them now. Also, you are trying to predict things that are going to unfold that are totally out of our hands. The electorate of this City might not re-elect Rudy [Giuliani] in the next election.

Trustee Rios said he has been investigated eight times for eight appointments and that he lives on minute-to-minute tenure. Faculty have tenure but there is no such thing as tenure in political life. Additionally, whoever goes in brings in an entirely new management team. Rudy [Giuliani] was probably the exception in that he kept a lot of holdovers on his team. What you are asking requires a crystal ball that does not exist. He said he gets phone calls from the Governor -- adding that they are good friends and have been for eight years -- and that the Governor has called him for his advice on different things but he does not think the Governor will call him about long-term or about short-term education issues: for those he will rely on his people. He said the same is true with the Mayor: he relies on Richard Schwartz and Herman Badillo **and** others and on his own instincts. It's a small cadre of people: it's a matter of their histories, of their personalities. Most of the people surrounding the Governor and the Mayor now are probably unpublished on the subject of

education: they probably don't approach education from a scholarly way at all and what one has is a political mix and not a pedagogical approach. What matters is who they rely on and that changes all the time.

Trustee Rios, in response to a follow-up question by Senator Norgren, said he sees two trends over the next five to ten years: as the economics will improve in this State, as more people will be working and more revenues will come because of the plans that are afoot, there will be more for everybody and yet there will still be a list of grievances and difficulties that we just will not be able to get to. And so it is always healthy to prioritize, to have priorities and to compete for priorities. The other scenario is that things will get worse. Next year is an off-year at the State-level and, therefore, it will be chaotic in terms of the budget. As for the hope of getting a clearer picture than is available through newspapers, he said he is unable to provide such a picture and added that he almost gave up reading newspapers because he does not find objectivity or facts there.

Trustee Rios recalled that before graduating from John Jay --he was about to receive his MPA -- the mayor and the police department in 1973 had run a major campaign in the City of New York to increase the number of Hispanics in the New York City Police Department. He said they went to every Hispanic agency, including the National Hispanic Puerto Rican Forum, which is still in existence. The Forum made a huge effort and increased the number of people taking the exam for the NYPD. In the meantime the CCRB, which was part of the Police Department and is now all civilian, was looking to civilianize the CCRB to some degree. And so the word went out in the communities that they were looking for civilians, rather than for uniformed officers. The search resulted in six candidates and of the six he was the only candidate who was earning a Master's in Public Administration from John Jay. He added that it didn't hurt that not only was his brother chaplain of the Police Department, but former Judge Neko who was a close friend of his was consulted by the Police Commissioner who asked his advice about the six candidates and Judge Neko recommended him. He said his point is that one never knows who is going to be the voice that is listened to by those who govern.

Trustee Rios noted that newspapers leave too much out and that everybody is dusting off their crystal balls. But he cautioned that he predicted that Mayor Beame would never be Mayor and that when George Bush was at 90% of popularity no one would vote out such a great man. He said he loves President Bush dearly and that he loves Barbara Bush and that when he is asked if he has a favorite president he says no but that he does have a favorite First Lady (it is a little safer reply). No one could have predicted that Clinton could beat him, he said.

Senator Norgren asked whether he sees downsizing as a theme in the State. Trustee Rios said that depending on the economic scenario or proclivity, downsizing has already been a major thrust at the State level. The talk at the time was why not take all those rural colleges and close them. The sheer number of State University campuses would thus be reduced. They selected what they thought were the least controversial, the least headachy and they made a run at them. All the local politicians in all those counties ganged up on the legislators and said this is an insane set of priorities and not a single college was closed. At the same time, however, there were voices saying: 'What is so sacred about 21 [CUNY] colleges in New York City? Is there a magic

number?' Trustee Rios said nothing would surprise him in the next budget cycle: what if they decided to target CUNY colleges: could we live with fewer than 17 colleges? He said that there is a lot of noise going on as to whether CUNY should have a law school, given all its difficulties and its pass rate on the Bar Exam.

Targets could come depending on the first predicate: it is the budget that drives it all, and then performance. He said he thinks John Jay would be the safest institution in the entire CUNY system on the basis of performance, on the basis of its merits, but because of the sheer number of CUNY colleges it is impossible to know what may happen, especially because there is no dialogue, that he is aware of, on the part of the Governor. New York has recovered economically more slowly than the rest of the nation. Just as Alan Greenspan's national analyses should be broken down by geographic divisions, so too should the reports of the US Department of Education because the view is too distant from what is going on. He said he has sat at the Cabinet level in Washington, where he has differed with several Presidents of the United States, explaining why he thought the opposite direction should be taken from that being considered. He said he is not afraid to raise his voice if he others they are wrong but he does not know at this point what the debate will include. Economics will drive decisions, the sheer number of colleges in the State University may be a subject that will come up again, when it comes up once it doesn't go away.

Senator Norgren asked about the issue of privatization: taking money from public colleges and relying more on private higher education. Trustee Rios said he is not certain that money would be taken from the public colleges but nationally there is, of course, a privatization movement and that privatization is here to stay. He said privatization reminds him of the old debate between centralization and decentralization: the Equitable Life Insurance Society centralized and then decentralized and then centralized again all within seven years: this is cyclical.

President Kaplowitz asked Trustee Rios on what is he basing his opinion that John Jay has the strongest case, adding that, of course, that was wonderful to hear. Trustee Rios said his comment is based on the public administration trends he learned to look at and that nationally the overriding inner-city, number one focus in the last campaign was crime: the number one, popular, uniform service in America is the police. The sheer number in those units that come through John Jay, percentage-wise, compared to any other college, is monumental. The contribution of the College over time is difficult to measure but measuring it on the number one priority agenda of civilized society -- law and order -- John Jay will stand the test of time.

How John Jay expands is probably the only issue, Trustee Rios said, adding he thinks John Jay has an overpowering network of good friends. But he is not sure the College is using them all that well. He said he would continue to emphasize the tremendous growth in the alumni association. He said he doesn't know what percentage of John Jay's graduates belong to the alumni association, whether it is 2% or 5%. He thinks the number of **members** is too small for the kinds of priorities the College wants and, therefore, there should be ways to increase participation by alumni and to get all John Jay alumni to be active participants. The alumni are one of the great assets, a great muscle that has never been flexed, and he thinks it is very fair to use it.



Senator Litwack asked Trustee Rios if he would satisfy his curiosity: a few moments ago he spoke of occasions in which he had expressed disagreement with Presidents of the United States regarding various policies and asked if enough time has passed to permit him to share with us the issues about which he felt he had to disagree with a President. Trustee Rios said that once there was a debate as to whether the U.S. Department of Education should even write the first report about the national level of school dropouts: they were footdragging as to whether it should be done. It came up in a meeting of 35 people around the Cabinet Room with the President. At that point the President did not think it should be done and left it to the Cabinet Officer which meant it might not happen. Trustee Rios said he thought it would be very useful to have at least a cardinal document on the table providing a definitive study as to how many children are dropping out of the school system. And so he said that the President should order his Cabinet Officer to have this study done because failure to exercise leadership would mean the study would likely not be done and that the nation could suffer without this information. The President took this under advisement and then the Secretary of Education called him in and said he heard that he had had a meeting with the President that he hadn't known about. And he replied that he has meetings with Presidents at their call: if they avoid the chain of command and want **his** advice then he will provide that advice. He explained he was organizing in 22 states and party officials wanted his advice, Presidents wanted his advice, and he would comply.

Another incident came up in which people were talking about the President's view on bilingual education in the United States, which in itself is a misnomer because it is not "**bi**" but rather it's the multiplication table running amok -- there are approximately 160 languages today. A question was raised as to why so many other people were talking about this and the President's view was that this was fine but he said he disagreed: and so he said that from a policy perspective it is important that the President direct the policy because if underlings throughout the system are talking in different voices there is no leadership, no direction. A President who speaks gives direction to everyone else, Without that there is confusion as to where the party stands, in this case the Republican Party, and that confusion is permitted to grow and fester and create chaos. Policy statements then followed in Texas and became part of his regular speech. It's not enough to state a policy once: a President must incorporate where he stands on key issues into his regular menu on public speaking rounds for a year. In setting up economic strategies he also had a voice, he explained. Senator Litwack thanked Trustee Rios for his very interesting reply.

President Kaplowitz said she wanted to return to one aspect of our presentation about John Jay's funding so that there would not be a possibility of miscommunication on the faculty's part: she explained that when we talk about equitable funding, we are not talking about anyone, at any college, losing his or her **job**. Rather, what we are talking about is that when lines become empty at various colleges, because people retire, because they go to another University, because they die, that those lines be moved to a college that needs them. And so we are not, and never would, even suggest that anyone should be fired.

Professor Benton said there is another way to put it: we watch the interplay of proposals and ideas in CUNY. For example, in February the Board of Trustees will vote on a proposal from

Queens College to create a branch campus in Manhattan, on West 43 Street. He noted that John Jay has a branch campus in Puerto Rico and we have a satellite campus under the Triborough Bridge at the Fire Academy to serve firefighters. But a branch campus of Queens College in Manhattan, within walking distance from John Jay, Hunter, and Baruch, and with City and BMCC also in Manhattan, is different. Trustee Rios said that the Queens College proposal may not be a bad idea. He spoke of Professor Charles Bahn, with whom he has been friends since 1966, who was instrumental in Mercy College's hiring of Dr. Jay Sexter, who was provost at John Jay for a number of years. Mercy College, which is in Westchester, became the first to set up various campus locations, in Portchester (the other end of the county) and in New York City, so that students would not have to travel far to take their courses. Trustee Rios said that if John Jay thought the Queens College branch campus was a risk -- and he added that he does not think it is a risk for John Jay -- a John Jay branch in Queens would not be a bad idea because making student access to a particular college is commendable: in other words, John Jay could open a branch not only in Puerto Rico but in Queens as well. It might be a very healthy thing to do. He said it is not a negative unto itself: it works for some colleges and it works for students to have geographical choices so they do not have to travel as much.

Professor Harold Sullivan told Trustee Rios that we are all so grateful that he is here today. He told Trustee Rios that what we have tried to do is to provide him with what we consider to be really valuable information so that when he hears reports and statements at 80th Street he might be able to ask certain kinds of questions. When Trustee Rios hears the Base Level Equity answer to John Jay's fiscal problems -- "we are taking care of unbalanced resources through Base Level Equity" -- it is important that he know that Base Level Equity provides full-time faculty lines without money. The reality is that although we have received more faculty lines, that has had no overall impact on equalizing the budgets of the senior colleges. Although it is very rare that faculty worry about the administration of a college, the reality is that the inequity of lines and resources is not just among the faculty but it is also among administrative lines. He said he hopes we are leaving him with scepticism when he receives information from 80th Street.

Professor Sullivan noted that Trustee Rios certainly knows about bureaucracies and the tendency of bureaucracies to justify what they do. There will always be answers but there are always answers to those answers. Also, with regard to faculty workload issues: when other colleges provide 80th Street with faculty workload data, it looks as if the faculty at the other colleges have the same workload as the faculty here. But many of the other senior colleges give "reassigned" time to faculty to do research. Faculty at John Jay also do research but virtually no faculty receive reassigned time to do so. Our faculty's workload is measured by the number of hours in the classroom. And so in talking about equity we should be sure we are talking about the same thing: about money, full-time lines, space. Answering one of the problems does not answer all of the other problems.

Vice President Daniel Pinello said before becoming a full-time educator he was an attorney who practiced law for eight years, specializing in litigation. He told his clients to always try to settle whatever dispute they had because if and when they engage in litigation the only people who win are the attorneys: the client never wins. And so, he said, he wishes to reinforce

what Trustee Rios said, in his opening remarks because he agrees entirely: that we should talk together and avoid litigation.

Vice President Pinello said that nevertheless he would like to speak about a legal suit in the University that began about a year and a half ago which the faculty union and others initiated. There was a very strong feeling among the faculty at CUNY that there had been decisions made that had impacted faculty, that impacted pedagogy, that were made without consultation. Faculty were never given the opportunity to engage in a dialogue. Faculty could only get the attention of the Board through litigation. And so, he said, he would like to emphasize something that Professor Harold Sullivan just said: that there are indeed two sides to every story and that we hope he will provide an open ear to the faculty, through their representatives on the University Faculty Senate, or others, and not just to what he is told.

Trustee Rios said there is also the issue of what he is not told. He said in the example Professor Pinello cited, if he is correct, the litigation has been before judges at two levels thus far and is still unresolved because the appeals process goes on forever. He said that if he is also correct what all the trustees and the Chancellor and everybody else says is that while the legal process is taking place, they take comfort or refuge in what is always the same response: do not discuss anything that is under litigation. And so for two to three years none of the primary people who should be discussing these issues are discussing them, which, he said, is exactly his point again. He said he is familiar with the case because upon being nominated to the Board of Trustees he was named, incorrectly, as a defendant in the case simply by virtue of the fact that he was a nominee. He said his first correspondence as a nominee was this lawsuit. And so he read the file and has views about it but cannot help to resolve it because it is in litigation. He said his view is that it should never have been where it is now and that it could have been resolved long ago. His ideal is that these kinds of issues can be resolved in a couple of weeks of discussion.

President Kaplowitz asked Trustee Rios whether he might be willing, on occasion, to talk with a few of the faculty in off-the-record meetings. She said she would always be available for such meetings with him. Trustee Rios said he would welcome that. He said he does a lot of discussing off-the-record and considers such discussions to be invaluable. President Kaplowitz said we are sawy enough to know how important off-the-record talks are and expressed appreciation for Trustee Rios' statement that he would welcome such talks.

Senator James Malone said that budgets in CUNY have always been politically driven, in his opinion. He asked Trustee Rios what his opinion is of enrollment-driven budgets and what the Board of Trustees thinks of enrollment-based budgets. Trustee Rios spoke in support of the policy that the Board established before he joined the Board: that 70% of course sections should be taught by full-time faculty. Senator Malone said he is referring not just to faculty positions but to a college's entire budget. He said that most state universities in the nation have enrollment-driven budgets. Trustee Rios said in other words the community college model at CUNY. Senator Malone agreed and asked Trustee Rios his opinion of that model.

Trustee Rios said he has no problem with an enrollment driven model because it is applicable, but noted the fact is that is not

what we are doing at CUNY in terms of the senior colleges. Sometimes a policy remains for 20 years and sometimes it changes. He said he does not know what the legislators or those administrators involved in the budget think about this nor does he think this is an uppermost discussion item. Senator Malone agreed, adding that he thinks enrollment-based budgeting is a fair way to fund colleges. He said the other method uses politics in that resources are given according to who is in favor. Trustee Rios said he is incapable of extricating politics from decisions because that is the reality. Senator Malone said he thinks this is the single most important issue at CUNY and the only way for there to be fairness in allocating resources.

Trustee Rios said that State-wide there may be another single issue that is more important: the ideal that was originally established was that educational budgets should somehow be exempt from politics to a higher degree than other areas. We have a capital budget that is tied to the State's budget. We have an annual budget cycle that is a non-budget cycle. The State University for 12 years never knew how much money it had or how it was being spent. We had a Governor who never knew for 12 years what its budget was and never passed a budget on time. For him it is a non-budget process because it is all political and he cannot fix that mess in Albany. Yet the political will should be to have a two- to three-year capital plan and a two- to three-year operating budget. When he talks to the Governor, he said, he will **try** to talk about trying to exempt some of the dynamics that now exist all year long in terms of the budget. The timeline is such that the budget does not get back to faculty or to campuses or to trustees in time for any sensible discussion. He said he just finished a personnel budget and an OTPS budget and by January he does a capital budget: they run on different timelines. He suggested the same could be true on a State level so as to exempt higher education from the cyclical nightmare.

The Mayor believes in school-based planning and part of that would be an allocation per student. The City suffers from an inequity that the last four mayors have talked about: we give all this money in revenue to Albany and we never get our fair share back. All the mayors have said this: not only Koch and Dinkins but even Lindsay and Beame. He said the idea of enrollment-driven budgets for CUNY is similar to the idea of a fair share from Albany for the City. He said he will raise these topics with the Governor when he has the opportunity.

President Kaplowitz expressed the pride of the faculty in the accomplishments of our alumnus, Trustee Rios. And she expressed the gratitude of the faculty to Trustee Rios for accepting the Senate's invitation and for being so generous with his time and for being forthright in **his** replies. Trustee Rios said he was very pleased to have been invited and to have been so warmly received. He spoke of his desire to come back again and his desire to speak with not only the faculty but in the future to also speak with the students of John Jay. The Senate applauded Trustee Rios.

6. Consideration of Honorary Degree candidates: Invited Guest: Professor Daniel Gasman, Chair, Committee on Honorary Degrees

Professor Daniel Gasman (History) was welcomed in his capacity as the elected chair of the Committee on Honorary Degrees.

Professor Gasman reported that the Committee reviewed in detail the candidates nominated for honorary degrees and on behalf of the Committee he is recommending candidates for deliberation and vote by the Senate. Professor Gasman explained that the Committee on Honorary Degrees considered each candidate without knowledge of the name or position of the nominator so that the candidates could be considered solely on their merits. Similarly, he is presenting the candidates to the Senate without revealing the identity of the name or position of those who made the nominations.

It was explained that for a name to be forwarded to the President of the College, the Senate must approve a nominee by an affirmative vote of three-quarters of the members of the Senate present and voting by secret ballot. Only the names of those candidates who are approved by the Senate are recorded in the Senate minutes because the candidates did not seek such nomination and do not know they have been nominated. For the same reason, deliberation about the candidates is conducted as an off-the-record discussion. Each candidate is considered and voted upon independently and the votes are not announced until after all the candidates have been voted on so that each candidate is considered on her or his merits and not in the form of a competition.

Upon affirmative vote of the Senate the names are sent to President Lynch: those candidates he approves (and he has to date approved all) are forwarded to the Chancellor and to the Board of Trustees, for their approval (and to date they have approved all John Jay's candidates). Each college may award up to five honorary degrees at commencement: the CUNY Board of Trustees requires that the recipients must attend commencement to receive the degree.

By secret vote, the Senate approved the following people to receive an honorary degree: Constance M. Baugh, Geoffrey Canada, Tom Feelings, Rosario Ferre, and John Monahan.

Professor Gasman said that as to the commencement speaker, he would bring the recommendations of the Committee on Honorary Degrees to the Senate for the Senate's action in February.

Professor Gasman said that he would like to thank the members of the Committee on Honorary Degrees, whom he praised. The members, in addition to himself, are Professors Jane Bowers, Jannette Domingo, Lotte Feinberg, Elizabeth Hegeman, Eli Silverman, and Tony Simpson.

Professor Gasman said he wanted to note that although the Committee on Honorary Degrees felt it was able to recommend to the Senate very excellent candidates, he and the Committee were surprised that a much fewer number of candidates were recommended to the Committee this year than in the past. Senator Betsy Gitter said that she did not nominate anyone this year because of the lack of respectful treatment of last year's honorary degree recipients and **she** said that she knows of other faculty who also declined to nominate candidates for this reason. Other Senators concurred. Among the reasons that were cited was the lack of any event either before or after commencement at which the honorary degree recipients were honored: previously the President hosted a breakfast, or a lunch, or a dinner for the honorary degree recipients to which the Committee on Honorary Degrees and the nominators of the honorary degree recipients and the President of the Faculty Senate were invited. It was at such an event that the honorary degree candidates met the person who nominated them and those who voted for them and learned first hand about the college and its faculty and students.

Professor Gasman reported that the Committee on Honorary Degrees was also troubled by this and by several other issues and that the Committee had sent a letter to President Lynch reporting the concerns of the Committee (and of many faculty who had communicated with the Committee members) and had included recommendations as to ways to improve past practices. [A copy of this letter was copied to President Kaplowitz, who distributed copies to the Senate.]

Senators said that the Faculty Senate should decline to engage in the selection process in the future if the honorary degree recipients are not properly treated. Senator Norgren suggested that the faculty host a reception for the honorees if the President declines to do so: she said she has no doubt that we would be able to raise money from the faculty for such a reception if none is scheduled. Senator Gitter moved that the Senate's Executive Committee (with Professor Gasman and other members of the Honorary Degree Committee if they wished) meet with President Lynch to convey the Senate's concerns about the treatment of honorary degree candidates before, during, and after commencement ceremonies. The motion was adopted.

The Senate applauded Professor Gasman and the Committee for its excellent work. [The biographical materials about each candidate, which were provided to the Senate members by the Committee on Honorary Degrees, are available in the Senate Office.]

7. Proposed resolution requesting Karen Kaplowitz, Senate President, and Tom Litwack, Chair, Senate Budget Committee, to write to Chancellor Reynolds about the funding of John Jay and authorizing them to invite the participation of Professor Ned Benton, Chair, Budget Planning Committee

The Senate unanimously requested President Karen Kaplowitz and Senator Tom Litwack to write to Chancellor Reynolds about the funding of John Jay and authorized them to invite Professor Ned Benton to join them in this project, if he wished.

8. Proposed resolution: That the Senate recommend that the Provost establish an additional Teacher of the Year Award for adjunct faculty members: Senator Edward Green

President Kaplowitz said Provost Basil Wilson has agreed to establish an additional Teacher of the Year Award for adjunct faculty members if the Senate recommends that he do so but he would want to establish the membership of the selection committee. Senator Gitter noted that this item had been previously tabled by the Senate until the Outstanding Teaching Award Committee had met with the Provost to resolve concerns and problems about the existing award. President Kaplowitz said the Provost's response to this proposal was interpreted by the Executive Committee as evidence that there had been a successful resolution of the Committee's concerns about the existing award. Members of the Teacher of the Year Award Committee explained that they have not yet met with the Provost and that the Provost, thus, does not yet know of the Committee's concerns. The Chair of the Outstanding Teaching Award Committee, Senator James Malone, said he would immediately schedule a meeting of the Committee with the Provost and asked that the proposal be

tabled again until after that meeting. Senator John Donaruma said that it is necessary to resolve any problems related to the existing award before there can be any consideration of recommending the establishment of a second award. The Senate agreed to table.

9. Report on the second prerequisite audit requested by the Senate:  
Invited Guest: Dr. Peter Barnett [Attachment D]

Dr. Peter Barnett, Director of Computer Information Systems, was asked by the Senate to conduct a second prerequisite enforcement audit, of those students not included in the original audit because the students were readmits, direct admits, freshmen, or transfer students and, therefore, no prerequisite checking sheets were available for them when they registered. In response to the Senate's request, Dr. Barnett consulted with the Executive Committee and it was agreed that to provide the information the Senate was looking for and at the same time to make the task feasible given the tremendous amount of work that would be required, Dr. Barnett conducted a partial audit by analyzing the prerequisite enforcement of students in three sequences of courses: History 231 and 232, Literature 231 and 232, and Philosophy 231 and 310. It was explained that these courses were selected because all are required for a baccalaureate and the history and literature courses do not permit a waiver of prerequisites (by the section instructor) while the philosophy courses do permit a waiver. Dr. Barnett was thanked for conducting this second audit and was asked to explain the results of the audit [Attachment D].

Dr. Barnett said that for the audit he selected history, literature, and philosophy courses both because they provide a representative selection and also because these are courses about which questions have been raised about the numbers of students who enroll in the courses without having completed the prerequisites. A couple of very serious situations with history courses have been brought to his attention this semester, for example.

He explained that the second audit looks at students who are either entering freshmen or who come into the process after the admissions postcards are mailed. Around January 3, appointment dates and times for registration are mailed to roll-over students and to students who have already been transferred in or admitted with advance standing and to freshmen who have been individually programmed by Pat Sinatra's group. But there is a large number of transfers, readmits, and direct admits (people admitted off the street) who come throughout registration and they are not reflected in the prerequisite check -- they do not receive prerequisite check sheets. He said that self enforcement is pretty good among those students who do receive prerequisite check sheets -- 90% on average and a little better than that in the literature courses, not quite as good in history. Programmed entering freshmen are in full compliance with prerequisites, he added. President Kaplowitz noted that this is true if at the computer terminals the students take only those courses they have been programmed to take.

But this second audit shows that three times as many students have not taken the prerequisites compared to the students who have a history at John Jay and who, therefore, have prerequisite check sheets. The audit shows that **25%** of the readmits lack the

prerequisites to be in the courses that they are registered for that were looked at, and 30% of the direct admits lack the prerequisites to be in those courses. This is triple the rate of students in the prerequisite database and essentially answers the question why so many faculty members are complaining that there are students in those courses who are not qualified to take them.

As far as the transfer students, the numbers look worse than they actually are because most of the transfer students do not have their credits evaluated and translated into John Jay coursework when they register and so they are not reflected in the computerized transfer system. As of today, all that data have been converted into John Jay courses and so if we ran it again we would probably see a very different picture. And if we waited a year, transfer students in these courses are about 95% in compliance with regard to prerequisites: they are not really the problem. The problem is the readmits and the direct admits who come in very late and are, therefore, not captured in our prerequisite checking process. They tend, also, to come at the very end of registration when there are very few courses to be had and they try to put together a program consisting of whatever courses are left and some allege that allowances are made for them to get courses and to get financial aid.

Dr. Barnett said he wants to stress that he does not see this as negligence on the part of any department in the College. This is an institutional problem. Because of the pressure to maintain enrollment, we are required to take students in right until the last moment of registration. They are not getting the control that they need in terms of prerequisite enforcement. It is outside of the capacity of the computer system to do anything about this. The only thing that could be done is better monitoring of who the students are when they come in for programming and making certain they come in when they are supposed to. The only way to solve this problem would be to stop admitting students after the postcards go out but we apparently can not afford to do that.

Senator John Donaruma asked what is the total number of students Director Barnett is discussing. Dr. Barnett said that we are talking about approximately 350 students in each category. The total population of transfers, readmits, and direct admits that came in this semester after the postcards went out was 1500 and so 1500 students are basically outside the loop of most controls. Senator Gavin Lewis asked, given the global scale of the problem, whether it is possible to give a ball park figure of the percentage these students represent among all the students taking, for example, History 231 or History 231 and 232 together. Dr. Barnett said that when added to the students in the regular population who are missing prerequisites, probably 25% of all the students in those courses have not taken the prerequisites.

Asked whether any of these students are entering freshmen, Dr. Barnett explained that even if these students are entering freshmen, they are not considered as such for auditing purposes if they have not been preprogrammed by Pat Sinatra's group. Entering freshmen who have not been preprogrammed are called direct admits. If they are freshmen they have not come through the UAPC [University Admissions Processing Center] process and that is why they are called direct admits. Many of them, he explained, are in-service people. He said that freshman who do not come through UAPC are out of the loop and as a result they register at the end of the registration period.



Dr. Barnett explained that what we mean by transfer students are people who come through UAPC, the advanced population, because looking at the entire John Jay population, what one discovers is that **85%** of John Jay students have some transfer credits.

Senator Andrew Karmen reported that a number of years ago he served on a subcommittee of the Standards Committee which studied readmits because readmits are students who are dropped from the College because of poor academic performance, they had low grade point averages, were on academic probation, and now the College administration has agreed to let them return. And so ensuring that they register for courses that are appropriate, for which they have completed the prerequisites, is critically important. But he said he does not know if there is any solution because based on priority registration they do register at the end.

Senator Litwack asked whether it is not true that we do have a record for each readmit, since readmits have attended John Jay previously. Dr. Barnett said that is only true if they return in time for us to put their academic record into the system. In other words, the cut-off date for the prerequisite check is the point at which the postcards are mailed out. Any readmits who are in the system in time to receive a postcard informing them of the date and time they are to register have their records included in the prerequisite check system, including readmits.

Senator Litwack said that his point is that we have the transcripts of readmits on file at the College. Dr. Barnett said that we do but the transcripts are not available for the prerequisite checking if the students arrive for readmission after the postcards are mailed. Senator Litwack said he wants to differentiate the readmits from the transfer students whose records have to be evaluated, which requires a certain amount of time, whereas the up-to-date files of readmit students are available in the Registrar's office.

Dr. Barnett said there are three qualifications involved in this discussion of readmits: one is that the population Professor Karmen is talking about is not the population he is referring to when he speaks of readmits: the students Professor Karmen is speaking of must sign a contract with the Registrar and exactly what Professor Litwack is describing is, in fact, done. Readmits are stopouts who have dropped all their courses during the previous semester and who are in good standing academically, that is their GPA is 2.0 or above. They come in without any kind of screening and may not be captured in the prerequisite check if they come in during the last week before registration.

Senator Litwack said that if a readmit comes in, we know the student is a readmit, we have the transcript in the Registrar's Office. We could require the student to go to the Registrar's Office where a counselor will provide the student with a sheet listing the courses the student may take based on which prerequisites have been completed. Senator Malone proposed a modification of the procedure: if a student comes in after the postcards have been mailed, he or she goes to the registration area, and is told to go to the Registrar's Office where a copy of the transcript is given to the student, and then the student returns to the registration area and talks there with a counselor about the courses the student may take.

The real problem, Senator Malone said, is that when these

students come to register there are no courses available that they are eligible to take. And so a counselor tells the student what courses they may take that are available but invariably the student does not want those courses and, so, he or she thanks the counselor or advisor and then goes to the terminal and the student takes any courses he or she wants.

President Kaplowitz said Senator Malone has identified the critical problem: the student, who has not had the prerequisite for History 232, asks the terminal operator for History 232 and the terminal operator, who is also a student, registers the student for History 232.

Senator Litwack said he understands that but wants to logically differentiate the readmits from the transfer students. Dr. Barnett said that once we get the SIMS [Student Information Management System] working, we will be able to merge the two disparate functions and so the record of the readmits will be able to be brought up at the moment they arrive at registration. Right now there is a week's work of batch processing to do before the information can be generated out of the system into his system.

President Kaplowitz asked whether a count can be conducted at registration to determine how many students actually pick up their prerequisite check sheet at registration. Dr. Barnett said that can be done. President Kaplowitz asked whether we could give a set of prerequisite check sheets to each terminal operator or asked whether this is a waste of time because the terminal operators will not abide by them? In other words, she asked, how can we made the system work?

Dr. Barnett said if we made a duplicate of every sheet, with instructions to leave the duplicate with the terminal operator, at least we would know how many sheets are handed over to the terminal operators. This would require the Registrar's involvement because it would involve adding new procedures. He said that a meeting on prerequisites is taking place the following week and so this would need to be proposed to Associate Provost Kobilinsky.

Senator Donaruma asked what do we do if we could control all the stages of registration but there are no courses available that students want to take that they are eligible to take. Senator James Malone agreed that that is the problem. Senator Gitter said the other branches of CUNY are presumably struggling with these issues. She asked whether each CUNY college is independently failing to invent the wheel? She asked whether Dr. Barnett knows what his counterparts in CUNY are, in fact, doing and whether we can take advantage of their wisdom in dealing with these issues.

Dr. Barnett said that this is outside his area of expertise. President Kaplowitz said we need to speak with Associate Provost Kobilinsky about this.

Senator Litwack said he assumes that the more fiscally advantaged colleges would be able to offer more sections than we do. He said the only answer internally is a shift as to where adjunct resources go: in other words, if there are spaces in History 231, and there are no spaces in English 101, that means there should be more adjuncts in English and fewer in History. That is the only solution to the problem internally.

Dr. Barnett said we have two tools that we could probably use to improve this situation: one is a schedule machine which we

already use which can find rooms for courses added during registration much more quickly and more effectively than a human can. This machine had to be run over and over during registration to find rooms and we could do a lot better squeezing classes into rooms. The second is telephone registration, which we will hopefully begin with the start of the SIMS system. Hopefully we will have the ability to project enrollment over a period of weeks prior to the arena registration and make adjustments in the schedule accordingly: many colleges now do this, such as Staten Island. The colleges that run registration all year long, such as Hunter, and those which run registration for eight months a year, such as Brooklyn, can continually adjust the course offerings to reflect enrollment and the lack of enrollment since the process is spread out. Those are two ways of addressing the problem of getting the courses into the right places.

President Kaplowitz said we must alert our colleagues -- and this is something that department representatives could be helpful in doing, as well as chairs -- that if final grades are not handed in on time, on December 30, it will not be possible for prerequisite checking to take place. Dr. Barnett asked that the minutes reflect that he is making a praying gesture in support.

President Kaplowitz explained that final grades can not be run until the grades of every course section are submitted. Grades are due on December 30 at 5 PM and if all are received on time they are run throughout that night. If grades are not entered into the computer, prerequisite check sheets cannot be generated in time for registration. She noted that this semester the certified attendance audit sheets that faculty must complete at the end of the fifth-week of classes were not sent in by a number of faculty and this jeopardizes students' financial aid.

Dr. Barnett said that late final grades not only affects the ability to do prerequisite checking and students' financial aid but that it also results in a huge problem with regard to mid-year dismissals. He explained that late grades result in students not knowing that they have been dismissed. He said there will be huge fights if we can't inform students before they come in to register. Doing that is contingent on getting grades in on time. Also, there are a lot of students who are in questionable academic standing for TAP [Tuition Assistance Program] and we need to get their grades on time in order to be able to inform them whether they will receive TAP. It is like a three-headed monster: we don't have grades on time, we don't have prerequisites, we don't have financial aid information.

Dr. Barnett said he and Dean Gray have spoken with the administration about the problem and that he has been told that the administration is very acutely aware of the problem and that he has been told that the Provost has written the chairs.

President Kaplowitz asked whether the computers can be programed to enforce the college rule that limits the number of credits a student may take based on the student's class standing and GPA. She spoke of a student this semester who is taking six 3-credit courses, including 200-level courses, although he has completed only 41 credits and is thus a lower sophomore with a GPA of 2.5. Dr. Barnett said that with SIMS he believes the computer can be programed to do this by the summer or next fall and that he has not previously been asked to do this. He asked for a written request from the Senate.

Director Barnett briefed the Senate about the MCI Internet program which is sponsored by CUNY: it is a formal contractual arrangement. He said after initial start up problems, it is beginning to look good and a lot of people are now reporting favorably about their experience with it, as opposed to some of the other commercial vendors. He said if upon signing up for MCI Internet there is a problem, he or Barbara Natow, on his staff, should be informed. If there is nothing else that is good about this arrangement, he said, it is that if there is a problem there is someone other than the vendor to complain to (meaning CUNY). He said it is a fairly favorable deal.

Networking of faculty offices is coming and probably more quickly than he would have said six months ago. T Building is pretty much finished. In North Hall the infrastructure wiring is actually done and the hubs are on order. He is conducting a survey of the departments in North Hall. Letters have gone to all department chairs in North Hall inviting them to invite him to meet with them to discuss the process. The outstanding issue now is who has computers that can be connected. Much of what he does when meeting with department chairs is to discuss what they have, who needs access, when, what we can do with the computers we have, and the need to be in communication with the Provost to get computers for their department members. Connections in North Hall should be actually made after registration is over.

Senator Norgren asked if the College has property insurance that would cover computers if faculty brought their own computer to the College when the College is unable to provide computers for them. It was explained that the College is self-insuring for everything but for liability. In other words, there is no insurance for theft or damage of any equipment or other property owned by the College or that anyone leaves at the College. Senator James Malone further explained that no insurance company will recoup our loss for property but, he added, we do have insurance for students who engage in athletics, for example.

Dr. Barnett was thanked and praised. He said he really loves coming to the Senate and having the opportunity of talking with the Senate. He was applauded.

10. Invited Guest: Assemblyman Scott Stringer

Assemblyman Scott Stringer, John Jay alumnus (B.A. 1986) and the representative of the district John Jay is located in, was welcomed back to the Senate, having been a guest in May 1995. He explained that Assemblyman Farrell will be arriving shortly.

Senator Norgren asked Assemblyman Stringer his opinion about the outlook for education in Albany this year. He said it is going to a very interesting session because the outlook is getting worse. Senate Litwack cited the Chinese curse: 'May you live in interesting times.' Assemblyman Stringer said it is true because even after the elections there is still so much gridlock in Albany that no one can even agree on a pay raise: he said whether one agrees that there should be a pay raise or not, just the politics of a pay raise typifies what is going on. He said that Silver says he'll be surprised if there is a pay raise, Bruno says he'll be shocked, and Pataki says he'll be outraged. The levels of expression of negativity keep escalating at the very same time

that negotiations are taking place. He said he was speaking with a New York Times reporter today who said that if no one says something is dead then it is alive and Assemblyman Stringer said that is actually true in general, with all the issues, including the budget. He said in terms of education and the funding, there is a \$3 billion budget deficit this coming year and this is the tough year because they have already cut to the bone. There are no more programs left that can be cut.

Assemblyman Stringer said we escaped the CUNY and SUNY tuition increase last year because of what happened the year before and there is no reason to think that the students are safe this year because of the \$3 billion budget deficit. He explained that [State Senator] Franz Leichter and he introduced legislation last year to defer the tax cut for the richest people in New York State -- people who make more than \$100,000 a year -- and the Speaker and Assemblyman Denny Farrell, whom he described as his good friend, did not support it because if we were to say that we were going to defer a tax cut it was believed that that would be the end of a Democratic majority in the Assembly, even though we have given away \$10 billion in tax cuts to people who make more than \$100,000 a year over the last 10 years. So it is a great economic category to be in -- to make over \$100,000 -- but we have to figure out ways to raise revenues.

He said he and Senator Leichter are reintroducing the bill and half the Democrats in the Assembly are sponsoring the bill and this time they are actually going to raise taxes and add a 1% surcharge into the legislation for people who make over \$150,000 and a 2% surcharge for those who make over \$200,000 a year. That will raise over a billion dollars that they have targeted for a special education fund. The schools are crumbling, the children do not have school books despite Rudy Giuliani's two school books per child through a \$70 million increase.

There is no reason why the Democrats having had this tremendous State-wide victory cannot say that we have to raise revenue, he said. The people in upstate New York and on Long Island recognize that the safety net should not be permitted to collapse and we are going to use that and he told the Faculty Senate that they will need the faculty's help. He asked that the bill be used to say to legislators that you want this bill which will raise a billion dollars in an education fund and another billion dollars and then there will be a real revenue base in order to stave off cuts. Otherwise there will be a \$3 billion cut and the ones who will be affected will be the poorest people in the State in terms of the so-called Welfare reform which impacts students and literally the poorest people in the State. We were able to stop Welfare reform in the Assembly in the waning days of the session. Of course, Bill Clinton took care of it two days after the session ended, he added, which was probably a good thing because we would have probably modeled ours after his for cover and we have a Governor who is not signing the waiver for the 100,000 people who will lose food stamps: we are now taking food out of peoples' mouths.

Assemblyman Stringer said that he had learned in a course at John Jay that every time in history that a group of people has been singled out for discrimination, the masses have risen up and said: 'You cannot do that.' Yet what we are finding here is that both the State government and the national government are targeting the poorest people in the State and it is discriminatory and it is for political gain. And so we are discriminating

against young people of color, against poor people, and the rural whites in upstate New York aren't doing much better. At some point the masses have to rise up and say that we must not do away with whole segments of the population. We are waiting for the masses to arrive in Albany, he said.

Senator Norgren asked if the Motor Voter bill, which enables more people to register to vote, will have an impact on the legislators. Assemblyman Stringer said he believes so. He spoke of the school governance bill for public schools, which is not going to solve the education crisis in the City the next day. The danger is that the Legislature will say that they have dealt with public school education this year, that they have done school governance, and now it's time to go on to something else, such as rent control and rent stabilization, or welfare. He said the problem is that we really are not dealing with education.

Senator Frederik Rusch asked how much influence Change New York has in this State. Assemblyman Stringer said it doesn't have much influence in New York City but that it certainly does in the State. He added that if one analyzes the election results on the side of the Democrats in the Assembly, there were Democrats who won by 200 votes two years ago in the Pataki landslide but marginal Democrats were winning this year, that is, by 55%, 58%, 60% of the vote. We found that a lot of upstate Democrats who privately supported our legislation on deferring the tax cut were hearing from their constituents that it was not really a tax cut but rather a tax shift that Pataki did: property taxes were rising just like the New York City subway fare increase. So as a result the whole giveback in terms of taxes, which caused this whole budget crisis, has resulted in Change New York having little credibility since people are still paying more. The sad thing about the Democratic Party is that we are just so afraid to get out there on this message that we are boxing ourselves.

Vice President Daniel Pinello said that since there are two more Democrats in the State Senate as a result of last year's election, Clinton had a very strong vote in this State: is there is any indication that the Republicans are getting the message from this? Assemblyman Stringer said that is a good question: one would think there would be a kinder and gentler Governor. One looks at his political boss, Al D'Amato, who seems to be kinder and gentler. How can anyone vote for a bond act that has Al D'Amato in the commercial, he asked. He said the West Side voters who are really environmentalists were going to the polls saying they were so conflicted, that they really couldn't vote for this. D'Amato will position himself that way. Assemblyman Stringer said he does not know if Pataki knows anymore how to do that: he is surrounded by very mean people who really believe that the only way to get elected, because it's all politics, is to cater to their constituencies, the upstate and Long Island base, that they are not going to get New York City votes. They are playing the rent control, rent stabilization game: George Bruno has the nerve to come down to New York City to say that rent control and rent stabilization are dead and then two days later Pataki says that won't happen, that something will be worked out.

But what should have happened, he said, is that the leadership of the Assembly should be saying that it would close down the legislative session, that they will pass the tenant bill the first day and then go home and the Republicans won't therefore get their banking goodies, their insurance goodies, no more big projects in upstate New York, including any more prisons. They

should be saying: how dare you come to New York City and talk to us this way in front of landlords and say the issue is decided. If you do that you will never get special interest bills passed in the Assembly for the next two years and we will never pass your budget. It is not the Assembly leadership that gets the blame: ultimately it is Governor Pataki who gets the blame.

Assemblyman Stringer said the legislature is going into special session to do school governance. The New York Times today reported that the Assembly Democrats are also going to permit one of their colleagues to make a motion on late-term abortions. He said it is unbelievable, unprecedented that the Democratic majority would open up such an issue. There are three voting blocks for the Democratic Party in this State and this country: African-Americans (that is an 80% category), Latinos, and pro-choice women. That is our base: those are the voters the Democrats can count on whether on the Upper West Side or upstate. This will put the women's vote in jeopardy. The New York Times reporter today kept asking why this is going on. He said the only reason would be if the Assembly leader wanted to run for Governor. He said the Democrats just won the election and so the Democrats are not trying to be moderate. Part of it is the Conference. And then the electorate has to ask whether it is like Clinton: those voters are going to support the Democrats anyway, so like Bill Clinton, he can do anything he likes to us because given the choice between Bill Clinton and Bob Dole the Democratic voters will vote for Clinton.

Senator Kinshasa asked how susceptible are upstate Republicans and Pataki to student protests in New York City or in Albany? Assemblyman Stringer said he thinks they are very susceptible. He said his critique of last year is that the students continue to do a great job, as do the faculty, the activists. But there doesn't seem to be a real organization. He said he has an interest in this because he wants the students to come to Albany to talk about tax cuts. When the students came to Albany and legislators talked with them and educated them, the students were great: they would walk into Shelly Silver's office and ask: "Why don't you pass the Leichter-Stringer bill?" The Leichter-Stringer tax cut bill was the first bill in 20 years that the leadership of the Assembly would not assign a bill number to for six weeks, he said.

Senator Kinshasa said that one of the problems is that many students and the masses, in particular the African-American community, find themselves caught in a kind of bind: protests in Albany or protests in the streets simply fit into Pataki's agenda of building more prisons. While a grass roots movement is required, he said he feels that many in the black community do not feel they can rely on the leadership in Albany. Assemblyman Stringer asked which political leadership would the black community be questioning. Senator Kinshasa said quite possibly the Democratic leadership. Assemblyman Stringer said that is a fair comment but asked what one does about it. Senator Kinshasa asked whether Democrats will in fact put themselves on the line if the people mobilize.

Assemblyman Stringer said if one thinks about the number of Democrats who get elected either because they are black legislators or because they come from districts where they need the black vote to offset losing the white vote, it happens nationally and it happens in New York State, and even in upstate, then the black community has a right to come to the table with

demands. The problem is that politicians have to be made to understand that the black community can show that it can mobilize the mass community and build coalitions. The fact is that blacks do not want to go to Albany black-based, that is without a coalition with whites, with Latinos, because coalitions are more effective. But you have to build that coalition. Welfare is the perfect example: he said that in his district on the upper West Side he has 4000 people on public assistance of the 127,000 people he represents. So for him to advocate against welfare cuts is not going to do political good especially taking into account that rich people think that people on public assistance are getting over. The fact is, he explained, this is something he cares about and so has been out there opposing welfare cuts. He said his district thinks that welfare cuts are ridiculous. But then there are legislators representing 50,000 people on Welfare and they have to make legislators understand, through coalition building, that these cuts cannot take place and these legislators have to be made to understand that they will not be reelected if they permit these cuts to take place. Being elected is what everyone ultimately understands.

Asked about the perception of who votes, Assemblyman Stringer said that Giuliani may, in fact, discover that black voters will vote in the Mayoral election and that they may vote for a white candidate in November. The Giuliani people say that if a David Dinkins or a Reverend Sharpton is not on the ballot, black voters will not vote, that they will stay home. They may not stay home. Polls show that Giuliani has 11% support in the black community, and if black voters do vote, the Democrats will take back City Hall. A movement-based situation has to be created regarding the New York State budget that gets everybody involved. The students are the best group to do that because when they come, they come strong. Last year we had Hunter over here, John Jay over there, but were never able to put together the 10,000 we needed for a mass rally, whether it was on the tax cut, or on education. He said he does not know how to go about doing it and has asked people who the student leaders are going to be. He said perhaps John Jay can take the lead in this: identify the student activists, get them organized, arrange for buses, and get them up to Albany in January and February, when we are going to need them. It didn't happen last year. People tried but people were not organized.

President Kaplowitz said many students felt their efforts the previous year was for nought because despite their efforts tuition was raised by \$750 but they forget that the Governor had proposed a tuition increase of \$1700. Also, last year there was the belief that we would be protected by the fact that it was an election year. But people realize or are coming to realize that this year will be a terrible year because of the combination of the last year of the tax cut and the fact it is not an election year.

Senator Kinshasa asked how deep does he think the non-black and non-Hispanic commitment in New York is to the CUNY system. The Assemblyman said that he thinks there is a real commitment: everyone is either an alumnus or knows somebody who is an alumnus or who is attending CUNY or SUNY. There is tremendous support. When one looks at the breakdown of Assembly districts showing who is in CUNY and who is in SUNY -- alumni and students -- it is clear that public higher education is not an unpopular constituency for people who actually vote for legislators. The people who understand these issues are really the most sophisticated voters.



11. Invited Guest: Assemblyman Herman D. (Denny) Farrell, Jr.  
[Attachment B]

Assemblyman Herman D. (Denny) Farrell arrived. President Kaplowitz said it is her honor to introduce Assemblyman Farrell, who is a longtime friend of CUNY and of John Jay, especially in the pivotal role he played in obtaining Phase I (the T Building) for John Jay. She said the Faculty Senate is doubly honored by having him and our representative and alumnus Scott Stringer as our guests. She drew Assemblyman Farrell's attention to Senator James Malone, saying she knows they are longtime friends.

A framed copy of the unanimously approved Resolution of Appreciation [Attachment B] was read and was presented to Assemblyman Farrell to enthusiastic and sustained applause.

Assemblyman Farrell expressed his gratitude and appreciation and asked if he will get another plaque if Phase II becomes a reality. He was told not only would he receive another plaque but that the next resolution of appreciation will be framed in gold.

Assemblyman Farrell said he is grateful at having been invited by the Faculty Senate and that he would put the Resolution on his table to remind him why he is doing the work he is doing: he said it becomes difficult on occasion, especially because of the things that have been going on during the last two or three years -- not to single out Pataki because Cuomo, although he was a loving friend of his, sometimes lost sight of what the public colleges are all about and why we need public higher education. He spoke of the fights that are required to get many necessary things done. He said that with the help of the faculty, and of the unions, and others in our communities there has been the message communicated that if there is going to be any future, the future is through our education system and if we don't continue to provide an education system we are going to be in trouble.

New Jersey used to be a bedroom community: it was a place people slept who came to work in New York. New Jersey is now a working community: everything that isn't nailed down they are trying to steal from us and every job they can get they are trying to steal from us and so no longer are they supplying their young people for our businesses on Wall Street. And so people who tried very hard to escape having to hire people who live above 110th Street, people in the Bronx, people in other areas, now realize that those people have to be educated. Because if this City is going to remain great, you, the faculty, are going to have to do it because that is the future. I always understand and always enjoy being at a college such as this because it is wonderful being around the future, he said.

President Kaplowitz told Assemblyman Farrell that we would like to provide him with some perspectives about our College, although he does already know John Jay very well. But Phase II, which he himself spoke of, is something very important to all of us. She introduced Professor Ned Benton, Chair of the faculty budget committee and Chair of the Public Management Department.

Professor Ned Benton provided Assemblyman Farrell and Assemblyman Stringer with charts he developed and has just revised about John Jay's space needs [Attachment C]. Professor Benton began by explaining that he used to run a prison system and that in that context he has come to know about unconstitutional crowded

environments. He spoke about the external program review of our criminal justice administration and planning major conducted a couple of years ago. One of the members of the external review team was a prison architect. As the two-day visit progressed, the architect said some very frightening things about North Hall, where the program is located. Given the number of people who occupy the building, she was concerned about what would happen if an emergency situation occurred requiring the rapid evacuation of the building. Her primary concern was that there would be a trampling incident because of the way corridors channel people given the number of people using the building. The other concern is the deterioration of the fire protection system in North Hall.

Assemblyman Farrell said that one has to be very careful about making statements like these in case there is a lawsuit. He said if there are problems such as these, those problems have to be dealt with. If there is a fire problem, whether it is in a new building or an old building, that problem has to be dealt with now. He said he cannot sit here and hear that there is a fire danger or a deterioration of a required fire system and not do anything about it.

Professor Benton said there are things being done about it but they are temporary measures. One problem is that the doors throughout North Hall don't stay closed despite the fact that they need to do so to contain smoke in the case of a fire. There is going to be a repair and replacement of locks and doors. An architect two years ago as well as recent external reviewers of our Fire Protection program felt that the building could be fixed but that because of the tremendous use of the buildings these repairs would have to be repeated every six months.

President Kaplowitz explained that John Jay's buildings are designed for 5,000 students. We now have 10,700 students enrolled at the College. Two years ago, a study conducted by the CUNY Central Administration determined that we have only 49% of the space we need for the number of students we had then (and we have a larger student population now). North Hall contains 75% of our classrooms, 75% of faculty offices, all the student clubs, and all student support services, including the registrar's office, financial aid, tutoring, and counseling. And so in addition to not having enough space for 10,700 students, a disproportionate amount of people is in North Hall, a building which originated not as an educational facility but as a factory building.

And so we are not only in a situation of not having enough space and having safety and health hazards but we do not have the kinds of space for the programs that we offer and that we are unique to CUNY and, in some cases, unique to the City and to the nation. For example, our Forensic Psychology program, which is housed in North Hall, has tremendous need for space for certain kinds of psychology labs. Our Forensic Science program requires more and more up-to-date laboratories. Our Computer Information Systems major, which has a criminal justice track, is also in North Hall and there is literally no rooms for computers received through grants and so the computers are in cartons. Here we are, a college that is growing in enrollment because there are jobs for our graduates, and that is what you spoke about Assemblyman Farrell, and we have a wonderfully diverse student body, many of whom are first generation college students, there are jobs waiting for them, they want to come to us, we want them, and yet we are posing a health and safety danger as well as negative pedagogical environment that works against students' and faculty efforts at

learning and teaching. All because we are starved for space.

Professor Benton showed Assemblyman Farrell the chart [Attachment C-1] that shows the growth in student enrollment since 1992 at the senior colleges. He pointed out that John Jay is the fastest growing college in absolute numbers. Students are voting for John Jay with their feet, he said.

Assemblyman Farrell asked whether the charts reflect a shrinkage in the total population of CUNY because, he said, he thought CUNY has been losing students overall and that there had been a decrease of 7,000 students. President Kaplowitz said that CUNY's student enrollment recently declined by 7,000 students as a result in part because of the increase in tuition imposed two years ago and partly because of the Workfare requirements but she noted that John Jay's enrollment has increased by 32% during the past seven years.

Professor Benton noted that the chart depicts enrollment changes from 1992 to 1996 and so it is depicting a longer period of time.

Professor Benton explained the chart, drawn from data from the Vice Chancellor's Office, which depicts the amount of internal space at the various colleges of CUNY by the type of space. He said as faculty we are particularly concerned about instructional space, classrooms and laboratories, and he explained that the chart depicts the amount of space per FTE student. He said a Master Plan for a campus will provide approximately 100 square feet per student. John Jay has less than **50** square feet per student. Relative to the other colleges in CUNY, John Jay has very tight conditions. He said as faculty we can attest to the result which is very crowded classrooms, a shortage of classrooms, a shortage of faculty offices, which are needed for faculty for meet with students. He said office space for our part-time faculty is particularly lacking: for example, in the Government Department, 17 adjunct faculty share one office.

Professor Benton explained the chart which depicts John Jay's current space, the space we would have if we obtained Phase II, the space we need now, and the space we would need in 10 years.

Senator Malone said we have no student union and no student common where students can congregate, discuss, and deliberate.

Assemblyman Farrell said that with regard to Phase II, he wants to begin with one statement: The answer is **"Yes."** It was "yes" last year and it will be "yes" this year and, he said, he hopes it does not have to be **"yes"** next year because that would mean that Phase II had still not been achieved. But after saying that, he added, he has to ask difficult questions. He asked whether John Jay doesn't have one of the most working-oriented student bodies in CUNY and so when talking about space isn't the subway the space the students use: in other words how many students are on campus when not in class? He said upon arriving he saw a group of adults who are clearly part of the workforce waiting for their class. And so what is a student union or student common needed for: don't the students come to class and then leave for work or for home? Senator James Malone said that would be a sterile educational experience. Assemblyman Farrell said it might be sterile but that is what we seem to provide in the form of a commuting college.

Senator Blitz said students often work at night and on weekends and do have time between courses during which they have no place to go. Assemblyman Farrell asked whether a census of our students has been done to determine how many work and what their work hours are. President Kaplowitz said almost all our students do work, at least part-time, and a large percentage work full-time. Assemblyman Farrell said that is what he meant: John Jay has one of the best working-student situation of any college.

Assemblyman Farrell said he assumes the students, therefore, schedule three consecutive classes so they can leave for work. President Kaplowitz said that many would do so but cannot get the courses when they need them because the lack of a sufficient number of classrooms restricts the possibility that courses can be offered at a variety of times.

Assemblyman Farrell said John Jay might need less space because we have one of the less stationary student bodies in the University. Senator Norgren said that the logic might be the other way, that students are on the run all the time because there is no space at the College for them to meet with each other, to meet with their teachers, to develop relationships with faculty mentors, all of which they deserve and should have.

Professor Benton said the CUNY standard of 100 square feet per student FTE is for the kind of colleges that comprise CUNY: this is not the standard of SUNY, which is probably much more generous. Assemblyman Farrell asked what the number is at SUNY.

Vice President Daniel Pinello spoke about students who line up to use the single easy chair outside the Government Department to do their reading because they have no other place to do it.

Senator Kwando Kinshasa said there is insufficient space for the number of computer workstations needed for our students. Assemblyman Farrell said that is work space and he has no doubt we do not have enough of that and he understands that one cannot require a student to work on a computer and send him or her home to a home that doesn't have a computer. He said he was just following up on Professor Malone's point about the lack of a student union or a student commons.

Assemblyman Farrell said to remember that his answer is, "Yes," but he is asking these questions because that is what will be asked of him when he is arguing for Phase 11. And so he has to hear the faculty's arguments.

Senator Kinshasa said the lack of instructional space also limits the students' opportunities to learn to do research which, in turn, limits their employability and their opportunities for professional advancement.

Assemblyman Farrell asked what portion of our students are in-service or full-time working students. Senator Malone said that most of the undergraduates are just out of high school. President Kaplowitz and Senator Gitter said that we do not actually have the data on in-service versus civilian students.

Senator Litwack told Assemblyman Farrell that he is asking very good questions and that we may not have the data. He noted that the data may be necessary in order to determine the size of Phase 11. But, he said, we should also consider who might come to the College if we had sufficient facilities. Although we will

never have a green, we do have programs that are absolutely unique not only in the City but in the country and we might attract even more students if we had an attractive campus.

Assemblyman Farrell agreed. He said he knows John Jay is growing, that it is unique, that it is a worker-based school. He said he knows John Jay prepares people for the workforce. This is one of the colleges whose graduates get jobs.

Senator Litwack said a lot of our students come to John Jay directly from high school. They may be working part-time but they are not mainly an adult population. Most of our students attend during the day.

Assemblyman Farrell asked if John Jay were to do a census of its students, would it reveal that the College is doing more of a continuation of education following high school, in terms of a headcount number of students, and whether they attend full-time or part-time? President Kaplowitz said that we do have many in-service students, who are working full-time as law enforcement personnel and many students who work in city, state, and Federal agencies. Senator James Malone said that our major student population are high school graduates. Assemblyman Farrell said if that is the case, then that is a real switch from who John Jay's students were. He said he always thought of John Jay as the college where police officers attended and he always thought of John Jay's night school as beginning at 4 PM because of the officers who work the 8 AM to 4 PM shift. Senator Litwack said that we certainly could gather and provide more detailed data.

Senator Litwack said that most of our graduate students are full-time graduate students and spend many hours in the library and yet there is no lounge for them. Assemblyman Farrell asked how many of the graduate students are police officers and he also asked whether the courses are during the day or evening. Senator Litwack said the courses are during the late afternoon and evenings. President Kaplowitz said that a great many of our graduate students are police officers. Assemblyman Farrell said he would be very interested in knowing how many sergeants and captains and precinct commanders are John Jay graduates or, if not graduates, how many have taken courses at John Jay. President Kaplowitz and Senator Betsy Gitter explained that the privacy of our students is honored and that we do not know, in fact, who among our students are police officers unless they self-identify.

Senator Norgren said that as the College has grown, the numbers of students in each category has grown and shifted and that is why there are varying answers. Assemblyman Farrell said that he thinks that when the campus was changed, a wider student body became attracted to the College.

Senator Norgren said to Assemblyman Farrell that in response to his "yes," she would like to ask him "how"? What, specifically as faculty, should we be doing either by way of providing fact sheets or volunteering to guide his aides around the College to see how crowded and congested North Hall is. Or, rather, should we be lobbying? Assemblyman Farrell said that what is needed is a lot of lobbying because his "yes" is one of about 20 that are needed to make Phase II a reality and all 20 need to say "yes" on the same day for the same thing or the result will be crossed bills which do not meet. He said it is necessary to get a Senate "yes," it is necessary to get his Speaker to agree with him, it is necessary to get the Governor to make a recommendation: if the

Governor puts Phase II into his plan it would make it much easier rather than having the Legislature give Phase II to the Governor as a Legislative item.

He said he is part of Leadership and he is supporting Phase II and he will sell it. He said he remembers when it fell off the table last year. The Governor's people require support from Dr. Reynolds. President Kaplowitz explained that Chancellor Reynolds is very strongly committed to Phase II and lobbies for it with great vigor. Assemblyman Farrell said that he knows that Chancellor Reynolds does support Phase II. The Governor's budget is probably being printed right now, because the Governor has to present his budget on January 20 and, therefore, the book is probably being closed tonight: he said if Phase II is in the Governor's budget, we could have the party right now, but if it isn't in there it is more difficult to achieve. He said the key is reminding everyone about it. He said he knows we have [Assemblyman] Ed Sullivan's support but, he said, we have to make sure Assemblyman Sullivan is pushing it. He noted that Scott Stringer will guide it and it will come to him, as Chair of the Assembly Ways and Means Committee, but since he has 40,000 things to watch it is important that Scott will be guiding it.

But, Assemblyman Farrell noted, we are living in a time of meanness. He said these folks are very hard. Maybe the Governor will understand now that his polls are up that it is better to be nice than mean. The environmental bond, which Senator D'Amato joined him on, led to his rise in the polls. Arthur Finklestein was telling him that if he resumes being nasty he will catch a lot of problems because every time he does that the Speaker beats him to death. He said they show all the old ladies he's pushing out into the street, all the school children who aren't getting an education. He told the faculty that when students arrive in Albany his poll drops right down.

But, he said, he has never seen business people with such a counterproductive attitude toward education. He travels around the State and was talking to people in Rochester, which if it were a separate nation would be fifth largest nation in exports. A new business in Rochester does miniaturization engineering. They almost located in North Carolina, which he and he and they almost decided to go there until they asked whether miniaturized engineering is taught there. He said the Governor was called who promised to have a program by September but it would be six years before there would be any graduates and the company needs 150 new employees a year and Cornell teaches this as does three other colleges in New York and so they did not move.

He said you can talk about taxes, but the bottom line is whether we give businesses the workers they need. The Carolinas are now telling businesses to come with their workers and they give tax breaks to the workers who relocate. This is proof that education is the key to economic health. He said there are always stupid sounding stories in the media about education: one example is the piano instructor at SUNY New Paltz whose salary is \$150,000 a year but what wasn't reported in the New York Post was that the instructor makes \$200,000 a year in concerts, all of which he contributes to New Paltz. The bottom line is that we must fund education, we must give you the ability to expand, we must understand that a high school diploma means nothing nowadays. We must get that base broadened and the only ones who can broaden it is you, the faculty. You teach working people and that is why, he said, he wants to hear who the students are that John Jay is

really getting because that would be interesting. We have to make sure you have the space to provide the education because you will continue to grow and Scott [Stringer] will work ceaselessly to get that done, he said.

Senator Tom Litwack asked Assemblyman Farrell if he were to give CUNY one piece of advice in terms of obtaining the budget it needs and if he were to give John Jay one piece of advice in terms of achieving Phase 11, what would that advice be? Assemblyman Farrell said his advice is to turn out the best educated students in the world: that is the best advertising and that has a long-term effect and that is political because the product is the answer.

Also, the University must keep track of what is happening in the Governor's Office in order to know who to lobby; all the legislators must be told about CUNY. Students from within the district should be talking to their legislators, but not with hostility. He said he has a rule that he will not meet with anybody in New York City who doesn't come from his district unless they bring someone from his district, an advocate, for example, and even then it's a one-to-one meeting. He said that if the Faculty Senate had asked to meet with him in his district office he wouldn't have granted such a meeting, although he would in Albany, because his local office is for his constituents. And a lot of members are like that. Assemblyman Farrell advised the Faculty Senators to remember: you can't threaten me, unless you can fire me, and you can't fire me unless you can vote. He said he always asks young people who come see him whether they are registered to vote.

Senator Daniel Pinello asked if Assemblyman Farrell thinks it would be helpful if we invited Senator LaValle to a Faculty Senate meeting. He replied that if we could succeed in having him accept an invitation that would be very useful. He suggested asking Assemblyman Sullivan if he would help arrange a meeting.

President Kaplowitz thanked Assemblyman Farrell for coming and for being so generous with his time and insights and for his commitment to Phase II as well as for all his support of John Jay and CUNY through the years. She repeated her promise of a very, very large and beautiful plaque when Phase II is funded. She also thanked Assemblyman Scott Stringer.

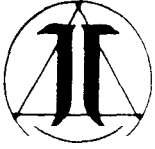
The Senate applauded both Assemblyman Denny Farrell and Assemblyman Scott Stringer.

By a motion duly made and seconded, the meeting was adjourned at 5:00 PM.

Respectfully submitted,

Edward Davenport  
**Amy** Green

Recording Secretaries



ATTACHMENT A

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*  
445 West 59th Street, New York, N.Y. 10019  
212 237-8000

RESOLUTION OF THE FACULTY SENATE  
OF JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
IN RECOGNITION OF TRUSTEE GEORGE J. RIOS

DECEMBER 13, 1996

WHEREAS, The Honorable George J. Rios is a newly appointed Trustee of The City University of New York, having been nominated by Mayor Rudolph Giuliani and having been approved by the New York State Senate in July 1996, and

WHEREAS, Trustee Rios has devoted his life to extensive and noteworthy **public service**, currently as Commissioner of the New York City Department of Records and Information Services, in which capacity he serves as the City's chief archivist, records officer, and municipal librarian, and

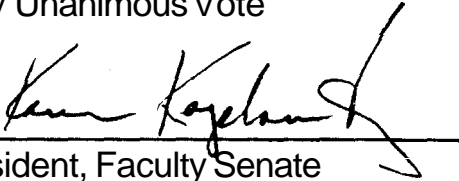
WHEREAS, Trustee Rios has served the White House on three separate occasions, spanning five presidential terms, those of Presidents Nixon, Ford, Reagan (both terms), and Bush, and has served three cabinet officers, Bell, Bennett, and Alexander, of the U.S. Department of Education, and

WHEREAS, Trustee Rios is an alumnus of John Jay College of Criminal Justice, having been awarded the Master of Public Administration degree from John Jay College in 1974 and having been honored by John Jay's Alumni Association as Alumnus of the Year in 1993, and

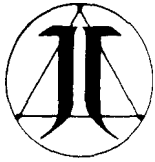
WHEREAS, Trustee Rios is the first John Jay College graduate to serve as a Trustee of The City University of New York, therefore be it

RESOLVED, That the Faculty Senate of John Jay College of Criminal Justice expresses its recognition of the extensive public service of Trustee Rios and expresses its great pride in the membership of John Jay Alumnus George J. Rios on the CUNY Board of Trustees.

Approved by Unanimous Vote

  
\_\_\_\_\_  
President, Faculty Senate





ATTACHMENT B

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

*The City University of New York*

*441 West 19th Street, New York, N.Y. 10019*

*212 237-8000*

RESOLUTION OF THE FACULTY SENATE  
OF JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
IN APPRECIATION OF ASSEMBLYMAN HERMAN D. FARRELL, JR

DECEMBER 13, 1996

**WHEREAS**, Assemblyman Herman D. Farrell, Jr. is a longstanding member of the New York State Assembly, representing the 71st Assembly District in Harlem and Washington Heights since 1974, and

**WHEREAS**, Assemblyman Farrell serves as Chair of the Assembly Ways and Means Committee, a position to which he was appointed in 1994 by Assembly Speaker Sheldon Silver, and

**WHEREAS**, Assemblyman Farrell has achieved and has maintained extraordinarily important leadership positions, serving as Democratic District Leader, a position he has held since his election to that position in 1973; serving also as the County Leader of the New York County Democratic Committee, a position to which he was first elected in 1981; serving as Vice Chair of the Democratic State Party, a position he held for ten years until 1992; and serving as a member of the Democratic National Committee since his election to that body in 1988, and

**WHEREAS**, Since the inception of his tenure as County Leader, the New York County Democratic Committee has taken thoughtful positions on significant issues of our day, including reproductive freedom, support for a nuclear freeze, gay and lesbian civil rights, and the restoration of federal monies for important social programs, and

**WHEREAS**, Assemblyman Farrell has long been a stalwart advocate for and supporter of public higher education has consistently been a friend of The City University of New York, and has been a hero to the faculty of John Jay College for the pivotal role he played in the New York State Legislature in making the 899 Tenth Avenue Building, known as Phase I, a reality for the students, faculty, and staff of the College, therefore be it

**RESOLVED**, That the Faculty Senate of John Jay College of Criminal Justice expresses its deep appreciation and admiration of Assemblyman Herman D. Farrell, Jr. in his capacities as legislator, as a friend of John Jay College, as a champion of CUNY, and as a visionary and exemplary leader of the New York State Legislature.

Approved by Unanimous Vote

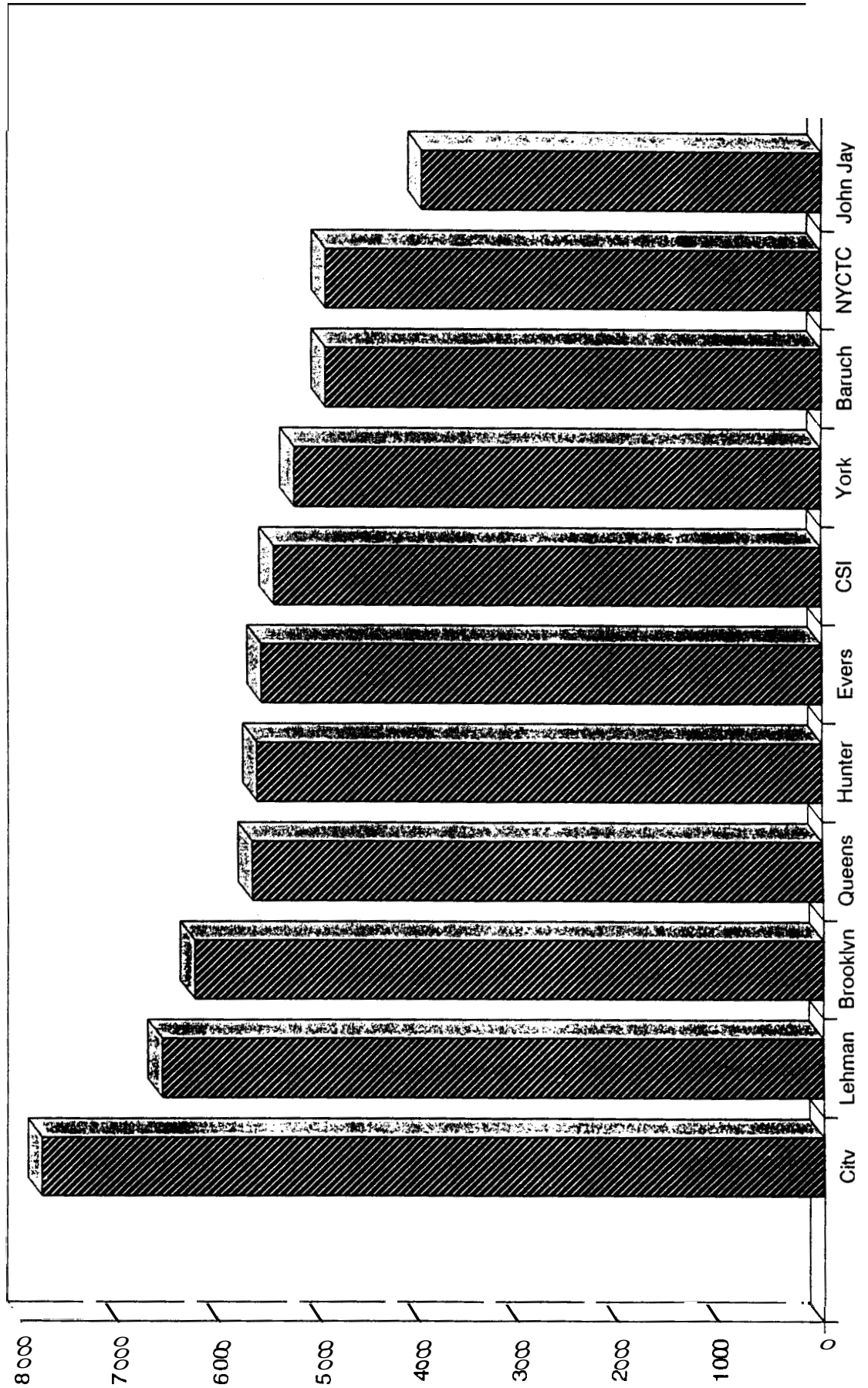
  
President, Faculty Senate



# City University of New York

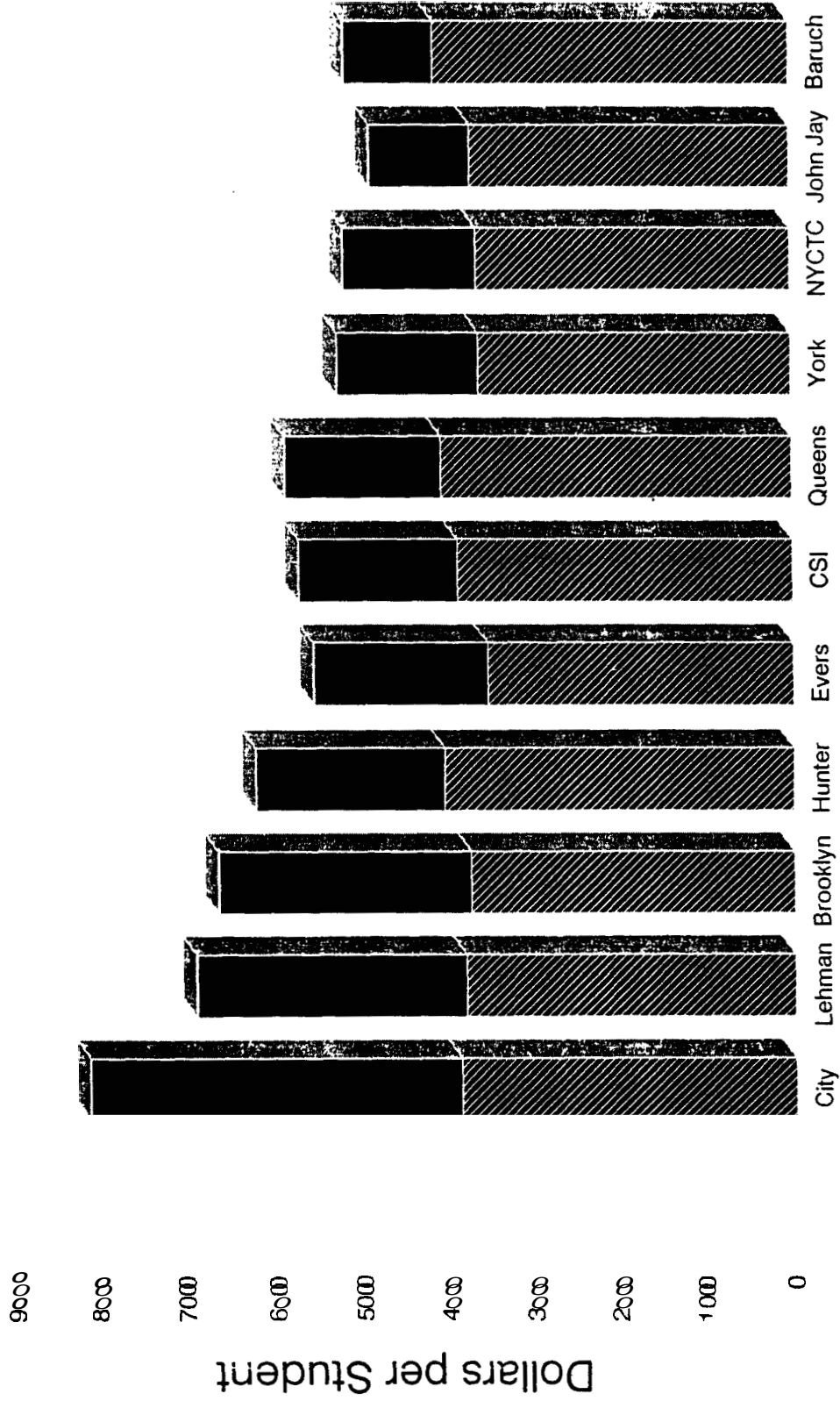
## August 1996 Allocation per FTE

12/15/96



# Fund Allocations per FTE, FY 5-96

Proportion Covered by Tuition and Fee

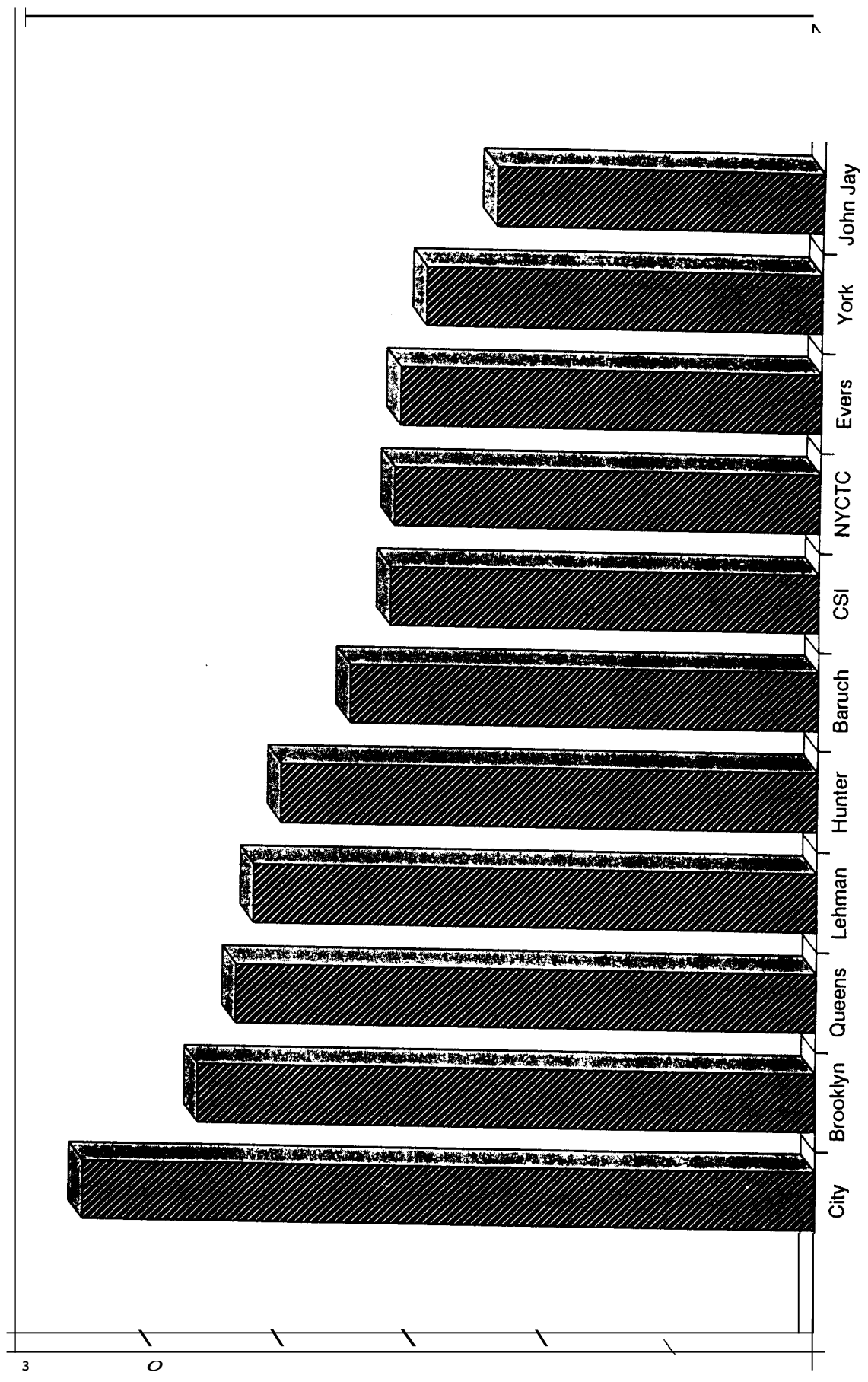


CUNY Campus

■ Tuition and Fee ■ Not Allocations

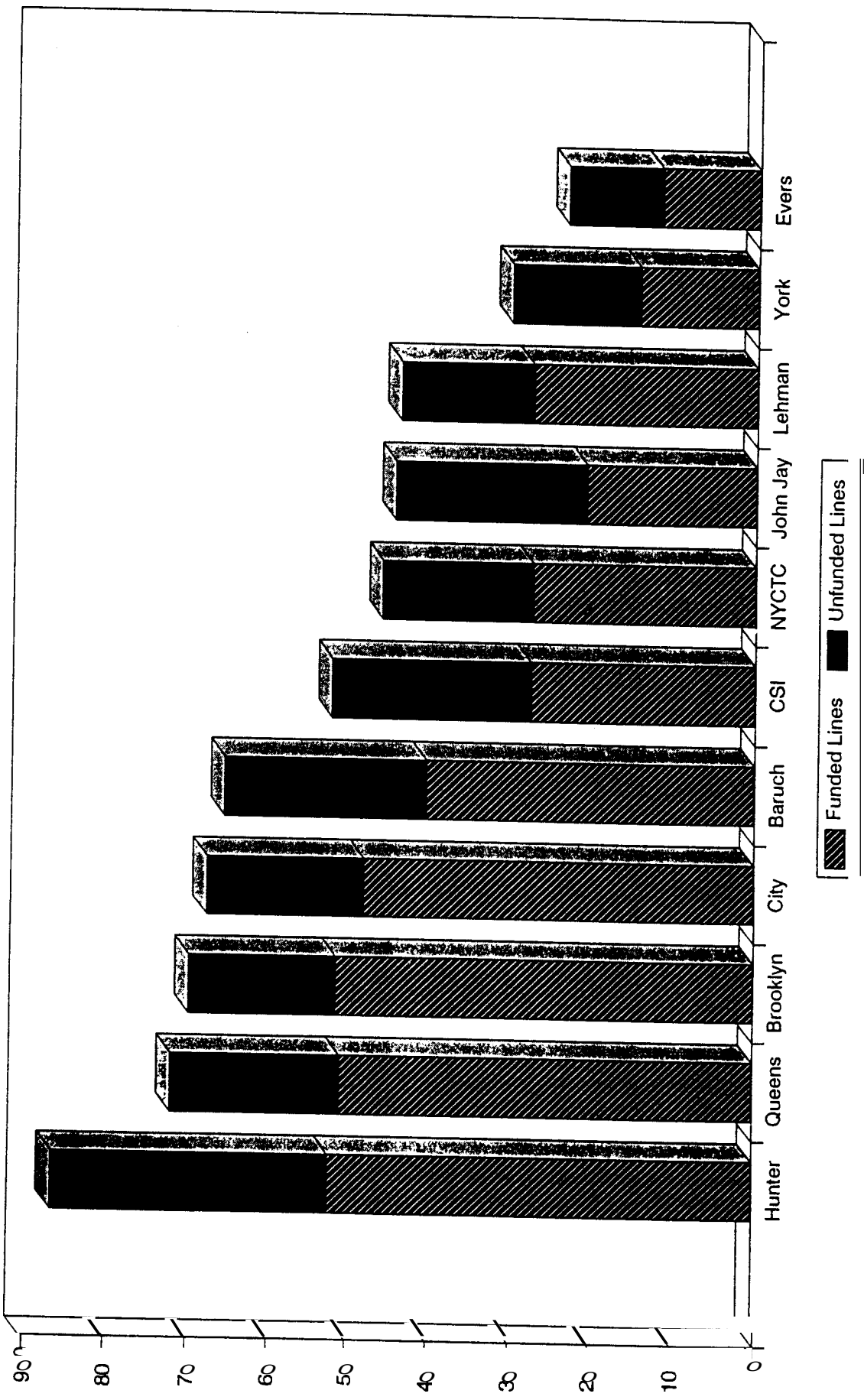
# Faculty Lines per 1,000 Students (FTE)

## 96/97 Budget Lines, Fall 96 Flash FTE

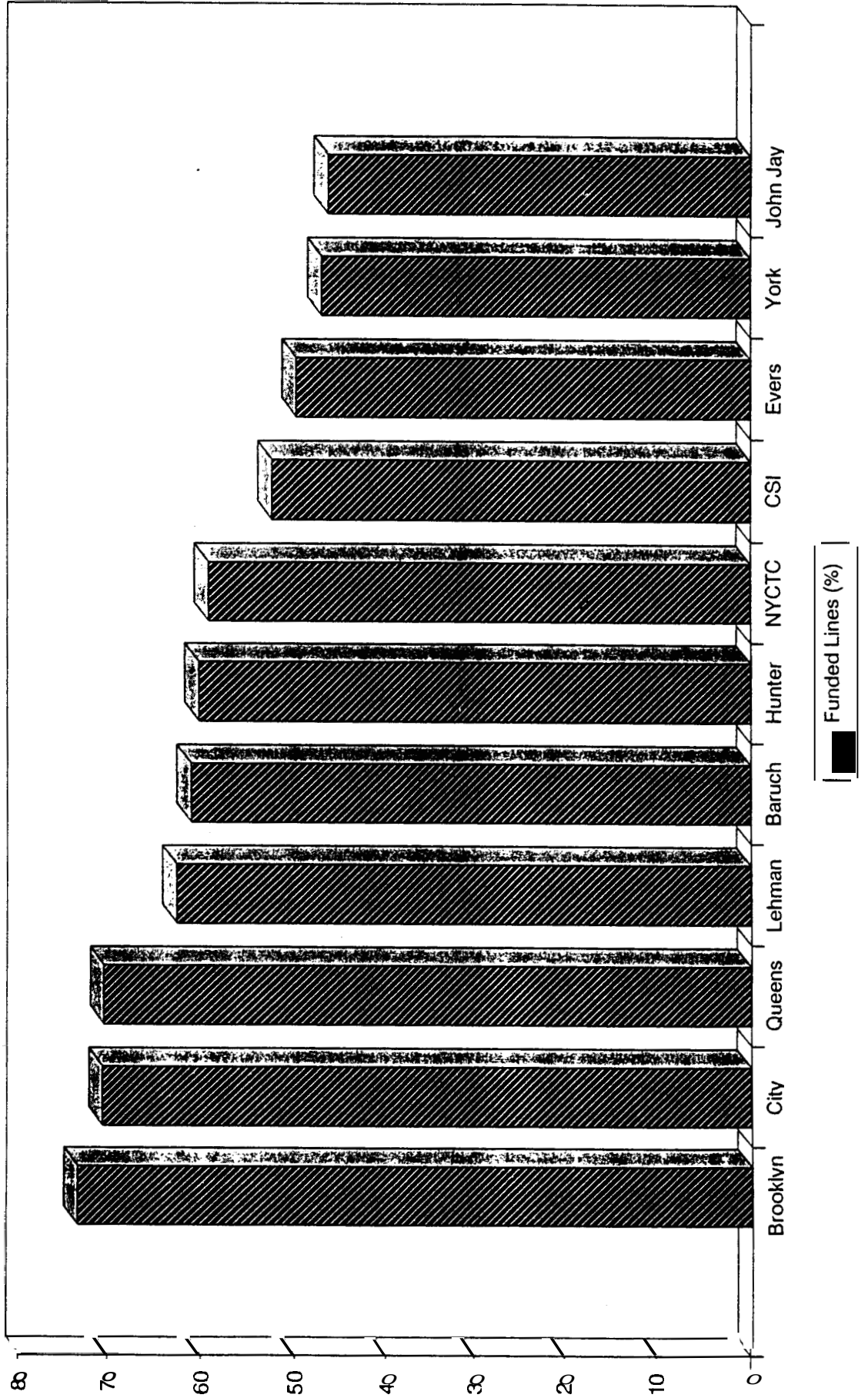


# CUNY Model (ISM) Faculty Lines

## Funded and Unfunded Professorships



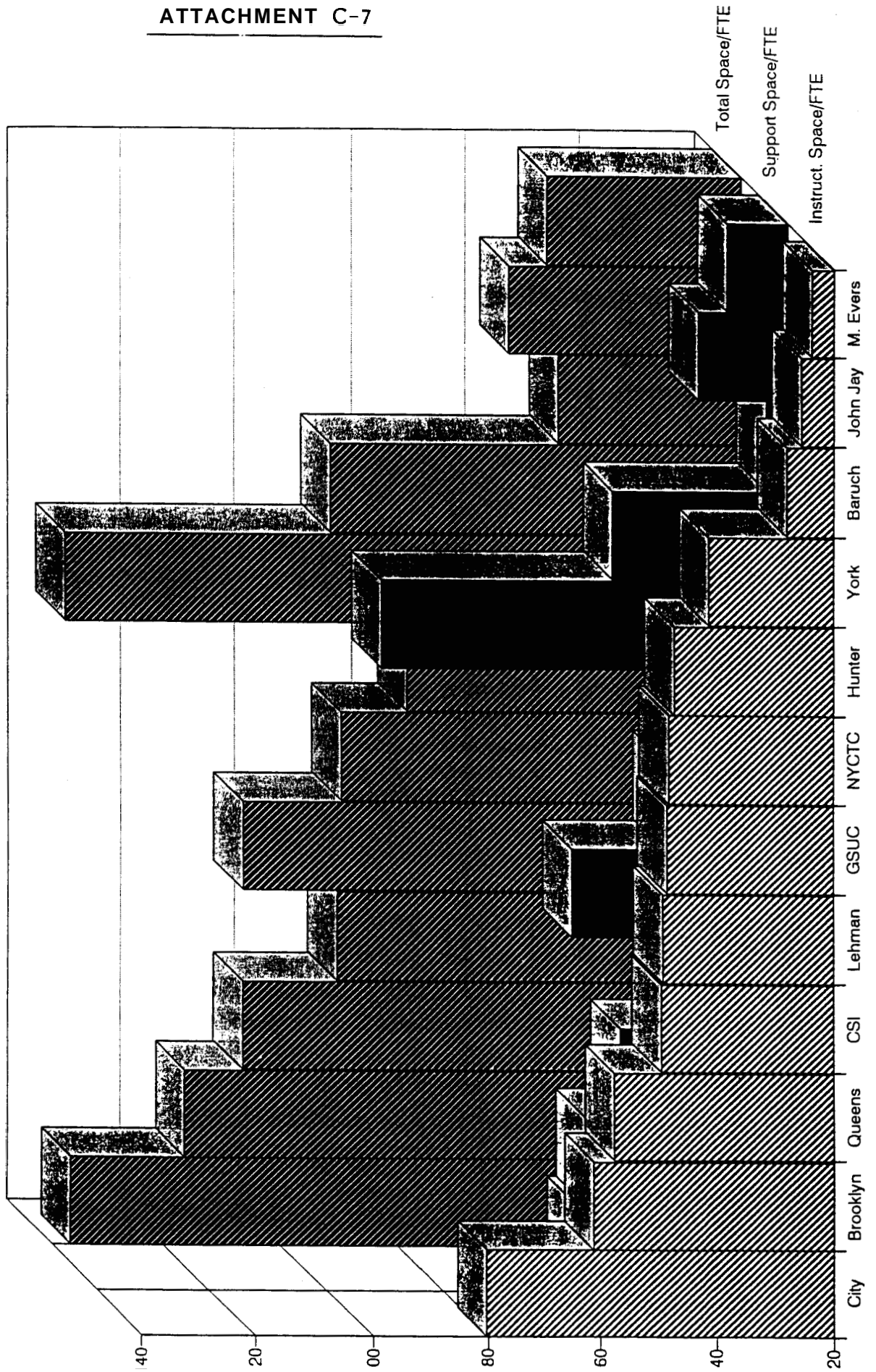
# CUNY Model (ISM) Faculty Lines Percent Funded



# City University of New York

## Space per FTE, by Campus, 1995

ATTACHMENT C-7

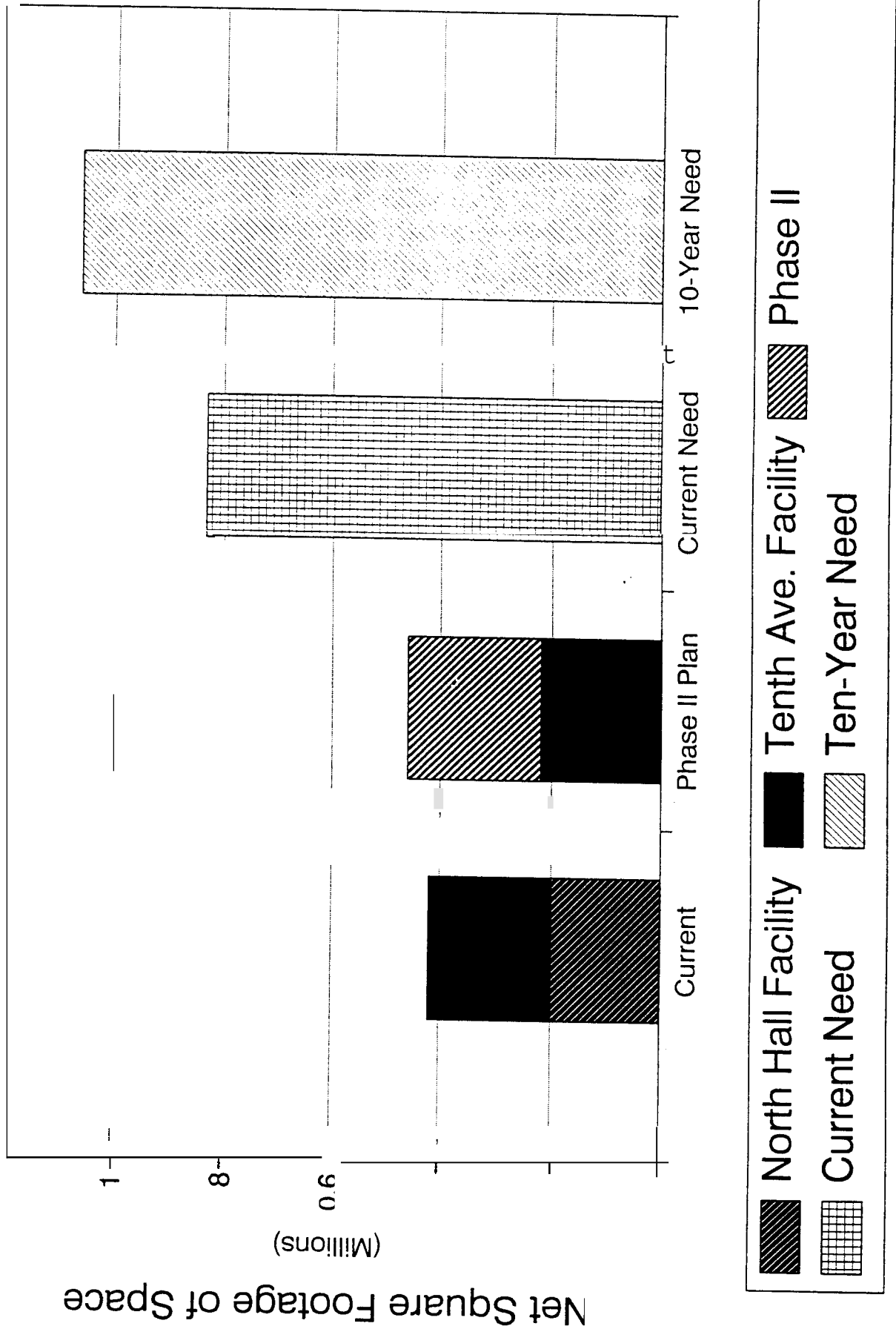


12/1/95



# John Jay College of Criminal Justice

## Current & Ten-Year Space Needs Analysis



Sources of Information in the Charts

**Growth in Student FTE Enrollment**

*The chart presents the difference between the Fall 1992 Actual full-time equivalent (FTE) enrollment, and the Fall 1996 preliminary FTE enrollment.*

**August 1996 Allocation per FTE**

*The chart presents the August 1996 initial allocation of the 1996-1997 budget divided by the Fall 1996 preliminary FTE enrollment in thousands. The preliminary allocation includes the base allocation of funds, as well as additional items such as academic program planning, adjunct funds, child care, SEEK, and maintenance and repair.*

**Fund Allocations per FTE, FY 95-96: Proportion Covered by Tuition and Fees**

*The chart presents the final allocations for FY 1995-1996, per FTE student for that academic year. The lower (striped) part of each bar represents the portion covered by tuition and fees collected from the students as tuition and fees. The remainder represents state funding for CUNY beyond that covered by tuition and fees. These figures were provided to the University Faculty Senate Budget Advisory Committee by the University Budget Office.*

**Faculty Lines per 1,000 Students (FTE)**

*The chart presents the number of "budgeted full-time faculty" from line C-1 of the Instructional Staffing Model for 1996-1997, divided by the Fall 1996 preliminary FTE enrollment in thousands.*

**CUNY Model (ISM) Faculty Lines**

*The chart presents the total number of faculty lines recommended based on the Instructional Staffing Model (ISM) Row B. The lower (grey) portion of each bar represents "budgeted full-time faculty" from line C-1 of the model, and the upper portion of each bar represents the remaining lines, which are recommended but not budgeted or funded.*

**CUNY Model (ISM) Faculty Lines: Percent Funded**

*The chart presents the "budgeted full-time faculty" from line C-1 of the model, as a percent of the total number of faculty lines recommended based on the Instructional Staffing Model (ISM) Row B.*

**City University of New York: Space per FTE by Campus, 1995**

*This chart is based on information provided to the University Faculty Senate Budget Advisory Committee by Vice Chancellor Macari during 1995.*


**John Jay College: Current and Ten-Year Space Needs Analysis**

*The first bar presents the net usable square footage of space in North Hall and the new Tenth Avenue facility. The second bar presents the Tenth Avenue facility space along with the space initially proposed for the Phase II addition. The third bar presents the actual square footage of space needed based on Fall 1996 enrollment, at 100 square feet per FTE. This is within the range recommended in Campus Master Plans for CUNY campuses. The fourth bar presents needs in ten years assuming continuation of growth at 2.5 percent per year, which is a lower rate than during recent years for John Jay College of Criminal Justice.*

ATTACHMENT D

Nov 26, 1996

To: Vice President John Smith  
Provost Basil Wilson  
Associate Provost Larry Kobilinsky  
Dean Donald Gray  
Professor Karen Kaplowitz, President, Faculty Senate

From: Dr. ~~Peter Barnett~~, Executive Director of Computer Information Systems 

Re: Audit of prerequisite enforcement, continued.

The Faculty Senate requested that I conduct a follow-up audit of those students who are not represented in the Prerequisite Checking System, namely entering Freshmen, late Transfer, Readmits and Direct Admits. I declined to perform a full audit of that group because of my workload, but proposed to study a significant group of courses -- HIS231, HIS232, LIT231, LIT232, PHI231, PHI310. All but PHI310 are part of the core curriculum and all have significant prerequisites which are closely associated with success in those courses. PHI310 has a "permission override", i.e. students who have not completed PHI231, the prerequisite, may appeal for "permission of the instructor."

I surveyed the entire body of non-continuing students: entering freshmen (E), transfers (A), readmits (R) and direct admits (D).

The following percentages of the respective groups lacked the prerequisite for the following courses they registered for in Fall 1996.

	TRANSFER	READMIT	DIRECT ADMIT	ENTERING FRESH.
HIS231	<b>49%</b>	15%	35%	10%
HIS232	50%	31%	30%	0%

These percentages compare with a 6.5% lack of prerequisite for students in the prerequisite checking system for HIS231 and HIS232.

LIT231	64%	17.5%	38%	0%
LIT232	41%	18.8%	<b>24%</b>	0%

These percentages compare with an **8%** lack of prerequisite for students in the prerequisite checking system for LIT231 and LIT232.

PHI231	41%	15%	<b>27%</b>	1%
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This compares with a virtually 0% lack of prerequisite for PHI231 in the population included in the prerequisite check.

ATTACHMENT D - p. 2

The statistics for PHI310 reflect the fact that this course has a "permission override", i.e. students who are in the course who have not completed the core course PHI231 are assumed to have received permission of the department.

	<b>TRANSFER</b>	<b>READMIT</b>	<b>DIRECT ADMIT</b>	<b>ENTERING FRESH.</b>
PHI310	75% permis	65% permis	72% permis	0% permis

This should be compared with the percentages for those students included in the prerequisite check: 65% met the prerequisite, and 32% fell into the "permission" category.

It is argued that the transfer students show up **as** lacking prerequisites because their transfer credits have not been evaluated. This is a parallel situation to the students entering courses with "permission of the instructor": only an audit can determine whether the transfer students actually had the prerequisite at another school; only an audit of permission slips can tell whether permissions were actually granted. But if you exclude the transfer population, a weighted average of the readmits indicate that **25%** of them were lacking prerequisites in the above selection of courses, and of the "direct" admits, 30% were lacking. These numbers are approximately three times the rate of those students included in the prerequisite check.

In particular, the numbers confirm the reports by History faculty of inordinately large numbers of unqualified students in their classes.